DOCUMENT RESUME

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ABSTRACT

The objective of the Women in Technology (WIT) program for the Texas Higher Education Year 1990-1991 was to increase women's employment in nontraditional technical-vocational occupations and enrollment in nontraditional technical-vocational education and training. WIT provided information on nontraditional careers to the community and provided individual academic, personal, and financial support to female students in technical-vocational classes. Project activities included the following: 111 presentations encouraging the discussion of the nongender-based occupations of the future; development of a sexual harassment workshop and flyer; participation in conferences; development of recruitment materials such as public service announcements and posters with return mailers in English and Spanish; responses to post cards of inquiry from 122 requesters; developing/implementing training programs for presenters and student lab aide recruiters; establishment of an advisory board; holding nontraditional career exploration workshops; offering tours of technology training at El Paso Community College; providing tutoring services and child care assistance; and organization and training of a student corps to assist in recruitment of women students. An evaluation showed an increase in the number of students declaring nontraditional majors. (Appendixes, amounting to approximately two-thirds of the report, include the following: texts of three WIT presentations; publicity and recruitment materials; response to postcard requests; agendas of seven WIT meetings; minutes of two advisory board meetings; fall and spring student letters regarding support groups; and newspaper articles on graduates.) (YLB)

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WOMEN IN TECHNOLOGY

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EL PASO COMMUNITY COLLEGE

June 26, 1991

Mr. Larry Johnson, Associate Program Director
Texas Higher Education Coordinating Board
Community Colleges & Technical Institutes
Office of Federal Programs
7745 Chevy Chase Road
Austin, Texas 78752

Dear Mr. Johnson:

In accordance with El Paso Community College's (EPCC) Women in Technology (WIT) Program contract, Project #11140005, with the Texas Higher Education Coordinating Board, enclosed please find the year-end report for Fiscal Year 1990-1991. The format is in compliance with the operational guidelines listed in the grant application. Please note that all grant requirements have been satisfied and, in many cases, exceeded.

While it is difficult to measure the actual increase in enrollment due to the phasing in and out of degree plans among other factors, a thorough explanation is included in the evaluation portion of the final report. The following major activities and services have been provided by WIT:

I. **RECRUITMENT:**

		Number	*Hours*	*Contacts*
Presentations - Live		113	126.14	2351
Presentations - Media		17	10.29	144,000 Minimum*
Exhibits		31	152	5,611
WIT Fair (Booth numbers)		22	4	712
Phone Calls/Information Requests		113	N/A	113
Postcards Responses		122	N/A	122
Newspaper Articles		3	N/A	6,500
Career Exploration Workshops		2	6	23
TOTAL	3	423	298.43	159,424 Minimum*

* Media producers could not supply number for 4 of the 10 programs.

II. RETENTION:

(Support Services)

Childcare	Fourteen women received childcare assistance for 23 children.
Tutoring	Eight students received tutoring on an intermittent or an ongoing basis; 8 others were referred to tutoring services already provided by the college.
Student Work Assignments	Thirteen students worked a total of 459.75 hours as of June 30, 1991.
Newsletters	Fall letter sent to 345 WIT students. Spring letter sent to 800 students, including newly declared primary and secondary majors not yet in content courses.
Sexual Harassment Workshops	Four women attended one workshop.
Faculty Referrals	Ten students were referred to Coordinator for assistance, and follow-up resulted.

III. NETWORKING:

	Number	*Hours*	*Contacts*
Papers presented at National Conferences	2	1.66	68
Advisory Board Meeting/Fall	1	2	11
Advisory Board Meeting/Spring	1	2	9
Conferences Attended	7	109	N/A
Luncheons/Dinners/ Committee Meetings	7	18	N/A
Advisory Board Service: Coordinator is a member of Region XIX Sex Equity Program Board.	1	1	N/A
TOTAL	19	133.66	88

IV. PROMOTIONAL ITEMS:

1. Enrollment Video produced, 8 minutes long.
2. Two-30 Second Public Service Announcements (PSA's) were and run on TV prior to registration, 3 times per year, for a total of 34 airings.
3. WIT Doll: a 5-foot porcelain electronic "talking" doll has been created for promotional use.
4. Reprinting and distribution of:

   10,000/Brochures
   10,000/Bookcovers with WIT logo and information
   8,000/Bandage Dispensers with WIT logo
   8,000/Promotional Items (pens, plastic bags, etc.)

5. Electronic Billboard Advertising: 17 days, 720 8-second messages per day (12,240x).
6. Radio spots - 21 airings of 30-second announcements prior to registration.

Should you have any further questions, please do not hesitate to call me at (915) 757-5073.

Very truly yours,

Victoria Di Benedetto

Victoria Di Benedetto
Coordinator, WIT

VDB/eo

cc: Candace Castillo, Director of Resource Development
El Paso Community College

TEXAS HIGHER EDUCATION COORDINATING BOARD
WOMEN IN TECHNOLOGY (WIT) GRANT REPORT
PROJECT NUMBER 11140005
JULY 1, 1990 THROUGH JUNE 30, 1991

GOAL

To increase the number of women entering nontraditional technical/vocational occupations and to increase enrollment in nontraditional technical/vocational education and training.

OBJECTIVE 1.

To participate in efforts to address the issues involved in changing social attitudes.

PROJECT ACTIVITY 1.1

Develop contacts and make presentations encouraging the discussion of the non-gender-based occupations of the future. Our expectation is that 5-6 one half hour presentations a month will be accomplished.

PERFORMANCE MEASURE 1.1

Records will show logs of contacts, phone and/or written confirmation of presentations scheduled and delivered with dates, groups spoken to, and numbers of participants.

Date	Group	# Participants
07/05/90	El Paso Times Article/1.5 Hours	6,500
07/13/90	ALPHA Center/1 Hour	34
07/17/90	Sociology Class/1 Hour	30
07/17/90	Sociology Class/1 Hour	28
07/25/90	B-94 Radio/90 Minutes	25,000
07/26/90	Sociology Class/1 Hour	13
07/26/90	KTSM Radio non-country/15 Minutes	20,000
07/26/90	Sociology Class/1 Hour	22
08/02/90	KCOS TV Channel 13, Inside El Paso/30 Minutes	*3,000
08/03/90	KROD-KLAQ Radio/30 Minutes	*9,500
08/06/90	KXCR Radio/30 Minutes	**Unavailable

08/09/90	Power-102 Radio/30 Minutes	*Unavailable
08/09/90	KELP Radio/1 Hour	*80,000
08/10/90	KINT TV Channel 26/30 Minutes	*Unavailable
08/14/90	KLTO Radio/30 Minutes	*Unavailable
08/20/90	El Paso Job Corps/1.25 Hours	10
09/07/90	Sociology Class/1 Hour	29
09/07/90	Sociology Class/1 Hour	22
09/07/90	Sociology Class/1 Hour	29
09/11/90	KDBC TV/15 Minutes	*Unavailable
09/17/90	Psychology Class/1 Hour	28
09/17/90	Psychology Class/1 Hour	12
09/19/90	ALPHA Center, Spanish/1 Hour	90
09/21/90	ALPHA Center, English/1 Hour	45
09/25/90	Human Development Class/80 Minutes	19
09/26/90	History Class/1 Hour	36
09/26/90	History Class/1 Hour	23
09/27/90	History Class/80 Minutes	23
09/27/90	History Class/80 Minutes	22
09/27/90	Channel 7 Evening News/3 Minutes	*Unavailable
09/28/90	Luncheon with US Treasurer/15 Minutes	30
10/01/90	La Fe Clinic/1 Hour	0
10/04/90	Ysleta Lions Club/30 Minutes	14
10/05/90	P.E.O./1 Hour	25
10/08/90	La Fe Clinic/1 Hour	05
10/08/90	ESL Class/50 Minutes	14
10/08/90	WIT Support Group/1 Hour	0
11/08/90	VV Machine Shop Tour/90 Minutes	07
10/15/90	Sociology Class/90 Minutes	20
10/17/90	BASK Class/50 Minutes	18
10/17/90	Eastwood Girl Scouts/45 Minutes	15
10/18/90	El Paso Independent School District/35 Minutes At Risk Coordinators	12
10/20/90	Youth Leadership Conference/1 Hour	09
10/20/90	Youth Leadership Conference/1 Hour	09
10/23/90	La Fe Clinic/1 Hour	04
10/23/90	Psychology Class/1 Hour	26
10/25/90	El Paso Independent School District/35 Minutes At Risk Coordinators	35
10/29/90	La Fe Clinic/1 Hour	0
11/01/90	El Paso Branch Library Managers/1 Hour	15
11/01/90	Shelter for Battered Women/15 Minutes	04
11/05/90	Shelter for Battered Women/15 Minutes	04
11/07/90	Centro San Vicente Center/1 Hour	55
11/07/90	Shelter for Battered Women/45 Minutes	10

11/12/90	Sociology Class/1 Hour	50
11/12/90	Sociology Class/1 Hour	22
11/12/90	St. Paul Methodist Group/50 minutes	18
11/14/90	WIT Advisory Board Meeting/2 Hours	15
11/14/90	Aliviane Group/80 Minutes	16
11/14/90	Department of Human Services, Trainers/1 Hour	04
11/15/90	Occupational Planning Class/80 Minutes	08
11/29/90	St. Paul Literacy Group/1 Hour	20
11/29/90	San Antonio College Administration Transmountain Campus Visit/20 Minutes	03
12/04/90	Sociology Class/30 Minutes	20
12/05/90	Shelter for Battered Women/75 Minutes	10
12/06/90	KTSM TV/30 Minutes	**Unavailable
12/07/90	The American-Italian Club/10 Minutes	35
12/12/90	Hispanic Chamber of Commerce/90 Minutes	30
12/13/90	Marisela Oliva, THECB Advisor/8 Hour Visit	01
12/13/90	Roberts School/45 Minutes	12
01/05/91	Shelter for Battered Women/1 Hour	10
01/10/90	Rio Grande Health Center/90 minutes	17
01/10/91	H. E. Charles Middle School/90 Minutes	70
01/15/91	YWCA/90 Minutes	50
01/19/91	UTEP Mother-Daughter Program/1 Hour	23
01/19/91	UTEP Mother-Daughter Program/1 Hour	50
01/22/91	El Paso Commission for Women/30 Minutes	18
01/23/91	El Paso Job Corps/1 Hour	20
01/24/91	St. Pius Church Rectory/30 Minutes	01
02/07/91	Rio Grande Health Center/1 Hour	12
02/11/91	Department of Human Services/30 Minutes	08
02/12/91	All in a Day's Work Conference/1 Hour Workshop	40
02/13/91	Sociology Class/50 Minutes	25
02/13/91	Sociology Class/50 Minutes	33
02/13/91	Sociology Class/75 Minutes	09
02/17/91	St. Pius Cafeteria/75 Minutes	04
02/19/91	Sexual Harassment Workshop/1 Hour	04
02/21/91	CISC 4102/15 Minutes	11
02/26/91	Sociology "Marriage & Family"/80 Minutes	11
02/26/91	Sociology "Sociological Problems"80 Minutes	13
02/28/91	Sociology Class/80 Minutes	30
03/13/91	Project Forward/1 Hour	30
03/15/91	History Class 3101/50 Minutes	30
03/15/91	History Class 3101/50 Minutes	19
03/15/91	History Class 3101/50 Minutes	19
03/15/91	Riverside Career Day/20 Minutes	20
03/15/91	Riverside Career Day/20 Minutes	20

03/15/91	Riverside Career Day/20 Minutes	20
03/17/91	ATEA Conference/40 Minutes	28
03/18/91	Del Valle High School Career Day/2 Hours	38
03/22/91	Ysleta Career Day/50 Minutes	20
03/22/91	Ysleta Career Day/50 Minutes	20
03/22/91	Ysleta Career Day/50 Minutes	15
03/20/91	Cedar Grove Elementary/50 Minutes	60
03/21/91	Ysleta Vocational/5 Minutes	150
04/02/91	Lutheran Church/1.5 Hours	07
04/03/91	KAMA Radio AM (Spanish)/15 Minutes	**Unavailable
04/05/91	Power 102 Radio/30 Minutes	**Unavailable
04/10/91	Bassett Middle School/1 Hour	11
04/10/91	B-94 FM Radio "Over the 2nd Cup"/15 Minutes	**Unavailable
04/12/91	Channel 4 TV/5 Minutes	**Unavailable
04/23/91	Project Pride/45 Minutes	10
04/23/91	Data Entry Class/15 Minutes	13
04/25/91	Hillcrest Middle School/50 Minutes	25
04/24/91	Hillcrest Middle School/50 Minutes	32
04/24/91	WIT Advisory Board Meeting/2 Hours	09
04/29/91	CISC Class/15 Minutes	25
04/29/91	ESL Class/1 Hour	20
05/01/91	CISC Class/15 Minutes	25
05/02/91	Channel 23/1 Hour	**Unavailable
05/07/91	Project Pride/1 Hour	4
05/09/91	El Paso Job Corps/1 Hour	12
05/13/91	Shelter for Batter Women/90 Minutes	05
05/16/91	Project Pride/1 Hour	11
05/17/91	Putnam Elementary/1 Hour	48
05/17/91	Bel Air High School/1 Hour	13
05/23/91	Project Pride/1 Hour	05
05/28/91	Project Pride/1 Hour	08
05/29/91	Bassett Middle School/1 Hour	18
05/31/91	Department Human Services/30 Minutes	11
06/06/91	Rio Grande Health Center/45 Minutes	15

TOTAL - 111 Live Presentations (121.11 Hours) to 2351 People.

* Represents reading/listening/viewing audience.
** Media representative unable to supply numbers.

See Appendix 1 - El Paso Community College Luncheon Program. 09/28/90.
See Appendix 2 - Text of WIT Presentation, 09/28/90.
See Appendix 3 - Text of WIT Presentation, 02/12/91.
See Appendix 4 - Text of WIT Presentation, 03/17/91

PROJECT ACTIVITY 1.2

Sponsor lectures or seminars on related issues. Our expectation is that at least one seminar per year will be organized and sponsored by the WIT Project.

PERFORMANCE MEASURE 1.2

Based on student interest and input, one or more lecture or seminar will be scheduled on a related issue. Records will show the advertisement flyer, its distribution, and the number in attendance.

SEXUAL HARASSMENT WORKSHOP: Four in attendance.

SEXUAL HARASSMENT FLYER: Distributed to all students majoring in nontraditional fields, or attending a nontraditional class. See Appendix 5.

OPPORTUNITY '91 FAMILY AFFAIR: 712 in attendance.

OPPORTUNITY '91 FAMILY AFFAIR: There were 22 booths and the flyer was distributed to:

YWCA of El Paso
All area high schools
Members of the WIT Advisory Board
Full-time faculty and administrators
All audiences presented to by WIT from March 13 to April 13th.

NOTE: The event was promoted on Channel 4 Noon Edition on a 5-minute interview and included in a one-half hour radio presentation on Channel 23, EPCC. See Appendix 6.

PROJECT ACTIVITY 1.3

Attend conferences, workshops, and local, regional state and national conventions on related issues. Our expectation is that the staff will participate in a minimum of 5-6 per year.

PERFORMANCE MEASURE 1.3

Records will show participation of staff in a minimum of 10 conferences. Reports from those in attendance will be made at bi-monthly WIT meetings and shared with presenters and recruiters.

PARTICIPATORY ACTIVITIES

08/11/90	El Paso Times Conference/3 Hours "How to Get Your Organization Publicized"
08/16/90	Women in Government (WIG) Luncheon/1 Hour Texas Commerce Bank
10/31/90	Meeting the Leadership Challenge/2 Hours Video Conference/President's Office EPCC
11/16/90	Women's Initiative to Strengthen El Paso (WISE) Luncheon/8 Hours/El Paso Civic Center
11/30/90	American Vocational Association (AVA) Conference Cincinnati, Ohio/3 Days/24 Hours
01/08/91	National Association of Women in Construction (NAWIC) Luncheon, Officer's Club Ft. Bliss, Texas/2 Hours
01/19/91	Farewell Dinner, College President/2 Hours El Paso Country Club
02/00/91	All in a Day's Work Conference/3 Days/24 Hours Washington, D.C.
02/20/91	YWCA Women's Resource Luncheon Committee/1 Hour 1600 N. Brown
03/17/91	ATEA National Conference/4 Days/48 Hours Atlanta, Georgia
05/04/91	El Paso Association of Human Resource Management (EPAHRM) Luncheon/1 Hour
04/26/91	Adelante Mujer Hispana Conference/2 Days/8 Hours
04/16/91	El Paso Coalition for the Homeless/planning meeting/1.5 Hour
05/07/91	El Paso Coalition for the Homeless/planning meeting/1.5 Hour
06/04/91	El Paso Coalition for the Homeless/planning meeting/1.5 Hour

GOAL

To increase the number of women entering nontraditional technical/vocational occupations and, to increase enrollment in nontraditional technical/vocations education and training.

OBJECTIVE 2.

Provide information on nontraditional technical/vocational careers to the community.

PROJECT ACTIVITY 2.1

Develop and disseminate recruitment materials in English and Spanish such as public service announcements for radio and TV, brochures and posters with return mailers. This is an ongoing activity which will include the many materials already developed.

PERFORMANCE MEASURE 2.1

Samples of materials will be on file in the WIT office along with dates the public service announcements were aired, and the addresses of poster locations.

Two 30-second Public Service Announcements (PSA's) were developed for use as TV ads. One bookcover, one poster, (same picture as on bookcover) and two brochures were also developed and widely distributed. See Appendices 7-10. A 5-foot doll was also developed for promotional purposes with a tape recorder inside. The message is as follows:

"Hi! I'm Ana - the technician-in-residence for the Women in Technology Program. Many career opportunities are available to us women today. I can be an Automotive Technician, a Draftsperson, an Electronic Technician, a Photographer or a Welder. I can work in Construction Management, Corrections, Law Enforcement, Fire Technology, Heating/Ventilation/Air Conditioning, Media Production or Quality Assurance. Ask our El Paso Community College representative about these programs."

A tape of the doll personified in different careers was also produced and shown with the 9-minute video and PSA's at the ATEA Conference.

PROJECT ACTIVITY 2.2

Answer those who have mailed in the postcards by phone, if possible, and mail written information to requestors. This an ongoing activity which will include the maintaining of records on the number of people seeking information and the number of these people who actually enroll in college technology courses.

PERFORMANCE MEASURE 2.2

The actual postcards will be on file along with a notation as to how each requestor was served.

One hundred twenty two postcards have been returned and respondents were sent the enclosed letter. See Appendix 11. Ninety-one were also called; phone number was listed.

Ten students enrolled during the 1990-91 school year after being contacted through WIT recruitment efforts.

PROJECT ACTIVITY 2.3

Coordinate coverage on project activities, training programs for nontraditional employment and coverage of sex equity issues. The Coordinator will keep abreast of the technical/vocational training options available through EPCC and keep the WIT Team apprised of such information at WIT Team meetings to be held bi-monthly. The information will be shared with the presenters and recruiters.

PERFORMANCE MEASURE 2.3

Records will show the agenda of each of the WIT meetings. Seven meetings were held and the agendas follow as Appendices 12-18.

PROJECT ACTIVITY 2.4

Develop a training program* for speaker presentations in English and Spanish. Sample presentation material has already been developed, speakers have been trained and future training sessions will be held as needed.

PERFORMANCE MEASURE 2.4

Records will show the number of training programs held and sample presentation material will be on file.

Often the 9-minute video is used as a springboard for discussion. Each presentation must be tailored to the perspective of the group being addressed.

Training Program for Presenters

Date/Time	Presenter
09/18/90 10:30 am	Elizabeth Mallory
09/18/90 01:30 pm	Javier Candelas
09/25/90 06:30 pm	Tracey Benson
01/31/91 01:30 pm	Beverly Arneson

Training Program for Student Lab Aide Recruiters

Date/Time	Student Recruiter
08/09/90 01:30 pm	Hope Ordaz
	(Vicki Di Benedetto, trainer)
10/10/90 06:00 pm	Alma Reyes
11/19/90 01:00 pm	Sara LaFountain
	Christine Nelson
	Tracey Benson
11/30/90 06:00 pm	Monica Bustamante
	Dana Oshiro
02/05/91 09:30 am	Melody Miller
02/13/91 09:00 am	Vicki Magness
	Melody Wilson
03/07/91 11:00 am	Elaine Boone
03/19/91 11:00 am	Janice Kiska

*Unless otherwise indicated, all training programs were conducted by Kathryn Melson, WIT Assistant Coordinator.

PROJECT ACTIVITY 2.5

Make presentations to the media and to groups, such as community organizations, college ESL classes, high school counselors, high schools, junior high schools, church groups, health clinics, and various sites where prevocational basic skill training is received and where prospective women students might be found. Our expectation is that 5 - 6 presentations per month can be made.

PERFORMANCE MEASURE 2.5

Records will show logs of contacts, phone and/or written confirmation of presentations scheduled and delivered with dates, groups spoken to, and numbers of participants.

See Performance Measure 1.1.

PROJECT ACTIVITY 2.6

Establish an Advisory Board composed of representatives of community agencies and organizations and prospective employers and professional business associates. It is our expectation that up to 6 members from the community will meet with the WIT staff at least once per semester.

PERFORMANCE MEASURE 2.6

Records will show the agenda of each of the WIT Advisory Board meetings.

Two WIT Advisory Board meetings were held. See Appendices 19 and 20 for the actual minutes.

OBJECTIVE 3.

Provide individual academic, personal and financial support to women students in technical/vocational classes.

PROJECT ACTIVITY 3.1

Maintain an office at El Paso Community College where information can be disseminated concerning a woman's nontraditional training options at the college and elsewhere in the community. The WIT Project office will be staffed 4 hours per day.

PERFORMANCE MEASURE 3.1

The Coordinator will supervise the office procedures and personnel who will be required to turn in monthly time sheets. The Coordinator's time sheet will be signed by the Division Chair, Technology Programs Division.

One hundred thirteen people called the WIT office and were provided with nontraditional career information, career counseling and referrals.

PROJECT ACTIVITY 3.2

Participate in offering nontraditional career exploration workshops, the dates of which will be advertised at all project activities. Our expectation is that this activity should be available to interested persons on a bi-monthly basis.

PERFORMANCE MEASURE 3.2

Records will show the number of workshops held, the instructors who participated, the names and number of people who attended. These names will be compared with the enrollment names for the following two semesters when the enrollment data is released in February, July and September.

Three such workshops were scheduled; two were held:

Instructor	Date	# Participants
Victoria Di Benedetto	08/18/90	11
Javier Candelas	10/27/90	00
Javier Candelas	12/12/90	12

In February of 1991 no workshop attendees were listed as taking technical courses. However, most attendees were still enrolled in remedial or basic courses.

It should be noted that arranging for groups to attend these workshops was too time intensive. The number that actually attended was 1/3 or less of those registered. As a result, arrangements were made to refer individuals to the Career Center on a walk-in basis.

PROJECT ACTIVITY 3.3

Conduct tours of Technology training at El Paso Community College as a follow-up to career exploration workshops and as a piggy-back event whenever groups of women are on campus to attend other functions. It is expected that one tour bi-monthly can be arranged.

PERFORMANCE MEASURE 3.3

Arrangements for the tour will be made by the Coordinator and records will show the tour guide, dates, location, and number of people attending.

Tour Guide	Date	Location	# Attending
Angie Jimarez	07/14/90,	TM Campus	04
Lucero Miranda	08/18/90,	VV Campus	11
Javier Candelas	12/12/90,	VV Campus	12
Vicki Di Benedetto	04/13/91,	TM Campus	06

PROJECT ACTIVITY 3.4

Provide tutors in nontraditional occupational training areas when needed and where they are not institutionally available. Efforts will be made to hire women tutors.

PERFORMANCE MEASURE 3.4

A check with the Technology Discipline Coordinators will be made to establish the need for tutoring in terms of numbers, and a check with student services to see if this tutoring is presently available will be made before women tutors are hired to fill our special need.

Eight people were tutored through the WIT program. Approximately eight more were referred to tutoring services already provided by EPCC.

PROJECT ACTIVITY 3.5

Organize support groups for students to meet at each campus and organize telephone support groups as another option for that huge mass of women with incredible demands on time. Support groups are designed to function with no more that 4-6 women, confidentiality is encouraged, and will meet for four consecutive weeks with the option of continuing for four more weeks if the members desire. Invitations to form these groups will be sent out at the beginning of the spring and fall semester.

PERFORMANCE MEASURE 3.5

Records will show invitational letters to women students in Technology Programs Division from the Coordinator, and arrangements will be made with the Women's Center to provide a counselor to meet with students who respond.

The Fall and Spring Student Letters were sent to students in the nontraditional classes as well as nontraditional declared majors. See Appendices 21 and 22.

Support groups were not feasible due to the varied schedules of the students as well as time constraints. Therefore, telephone support groups were organized to fill the need. Seven students participated.

PROJECT ACTIVITY 3.6

Provide money for childcare assistance for WIT female students to be administered through the Women's Center at EPCC. Referral services will be provided by the WIT staff as needed.

PERFORMANCE MEASURE 3.6

Arrangements will be made with the Women's Center to administer money for childcare assistance by the Coordinator. An informational copy of services provided will be on file in the WIT office.

A policy was written to serve as WIT student childcare guidelines. See Appendix 23.

Fourteen women received childcare assistance for 23 children.

PROJECT ACTIVITY 3.7

Organize and train a student corps to assist in the recruitment of women students at college registration tables, high school career fairs, and community fairs by giving demonstrations and recruiting activity for 500 hours per year.

PERFORMANCE MEASURE 3.7

This opportunity for enlistment in the student corps will be announced to the WIT students in the letter which the Coordinator mails to the students in September, 90 and February 91. The Assistant Coordinator will keep records of all students who participate, assign hours and oversee the activity. Those who are eligible for paid status will submit a timesheet of hours worked.

Thirteen students worked 459.75 hours as of 06/30/91, participating in the following activities:

EXHIBITS

Date	Activity	Estimated Attendance At WIT Tables
08/04/90	Teen Expo Fair/9 Hours	100
08/05/90	Teen Expo Fair/8 Hours	100
08/18/90	WIT Career Exploration Workshop/1.5 Hours	11
08/23/90	EPCC Registration/4 Hours	0
09/27/90	EPCC Career Day/4.5 Hours	100
10/20/90	Spooktacular Fair/8 Hours	50
10/21/90	Cohen Stadium Advertising/3 Days on Electronic Bill Board near Patriot Freeway (400x)	
11/28/90	Women's Services Day/5 Hours	50
12/04/90	EPCC College Career Day/2 Hours	50
12/04/90	EPCC College Career Day/3 Hours	50
12/05/90	EPCC College Career Day/2 Hours	200
12/05/90	EPCC College Career Day/2 Hours	50
12/06/90	EPCC College Career Day/3 Hours	200
12/06/90	EPCC College Career Day/2 Hours	30
12/06/90	Women in USA Show/5 Hours	25
12/07/90	Women in USA Show/8 Hours	250
12/08/90	Women in USA Show/11 Hours	250
12/09/90	Women in USA Show/11 Hours	250
02/10/91	El Paso Health Fair/6 Hours	350
02/11/91	El Paso Health Fair/8 Hours	1,000
02/20/91	Coronado High School Career Day/4 Hours	300
02/27/91	EPCC Career Day/3.5 Hours	53
03/22/91	Ysleta High School Career Day/50 Minutes	
03/22/91	Bel Air High School Career Day/3 Hours	80
03/21/91	Ysleta High School Career Day/6 Hours	51
04/06/91	Generation 2000/8 Hours	500
04/07/91	Generation 2000/8 Hours	500
04/13/91	Opportunity '91 Fair/4 Hours	712
04/24/91	EPCC Career Day/3.5 Hours	3
05/03/91	Bowie Career Day/2 Hours	110
05/10/91	Military Spouses Day-Ft. Bliss/6 Hours	150
	TOTAL - 31 Activities, 152 Hours	2351

PROJECT ACTIVITY 3.8

Draw from the students corps to develop role models and mentors.

PERFORMANCE MEASURE 3.8

The Assistant Coordinator will assist the members of the student corps to develop a good delivery during their demonstrations by proper supervision and helpful hints. Records of time volunteered by each student will be kept. Each student recruiter will be evaluated on their performance by the Assistant Coordinator before being recommended for paid status.

The Assistant Coordinator oriented each of the thirteen student recruiters individually in an effort to fully develop each person's own self-confidence in presenting a polished demonstration.

PROJECT ACTIVITY 3.9

Identify women graduates who are successfully employed who are willing to be featured in success newspaper story. It is expected that this can be done once per year.

PERFORMANCE MEASURE 3.9

Records will be requested from the Graduate office as they are available by the WIT Coordinator. Graduates will be contacted in October and March and arrangements will be made with the Public Affairs Office for interviews.

See Appendices 24 through 27.

PROJECT ACTIVITY 3.10

Respond to requests from technical/vocational course instructors to call women students who need individual help, refer them to tutoring, counseling, etc.

PERFORMANCE MEASURE 3.10

A log will be kept of all requests from instructors and calls made to students and will be kept on file in the WIT office.

Ten students were referred by instructors and follow-up occurred.

WIT PROGRAM EVALUATION

The major questions to be answered according to the THECB contract are:

A. What is the status of each of the project's major activities?

As explained in the previous pages, some approaches were more effective than others and an appropriate adjustment of strategies was made. Recruitment activities have been enhanced by the development of extensive linkages of agencies and organizations as seen in the presentation list, (Performance Measures 1.1) and in the composition of the Advisory Board (Performance Measure 2.6). Thus, future recruitment efforts will be facilitated by such an established network. Retention activities depend largely on the support services allocated and made available. The WIT office has been established as a familiar resource for prospective students and actual students to acquire the information they need as well as the support services.

B. How have activities affected the participants and the institution?

Statistic taken from the official Vocational Program Enrollment Report filed with the Texas Higher Education Coordinating Board show the number of students attending nontraditional (NT) classes and/or the number of students declaring majors in a nontraditional field, whether or not they are presently enrolled in content courses, has increased as follows:

Reporting Period	NT Female Students	Male/Female Students in Same Classes	Female Student Percentage of Total
July 1, 1987 through June 30, 1988	1592	5376	29.61%
July 1, 1988 through June 30, 1989	1575	4886	32.23%
July 1, 1989 through June 30, 1990	1627	5145	31.62%

It should be noted that the phasing in and out of certificate and associate plans, which are in the nontraditional field, has evolved over this time period, which is a blurring factor in any analysis. Since WIT began as a project of the Technology Programs division, the first two years of recruitment activity focused on the nontraditional classes in that academic year. This year recruitment and student services were widened to include the Public Service Occupations of Correctional Science, Fire Technology, Law Enforcement, Media Production, Photography, Computer Programming and the non-credit offerings also. However, the figures taken from the official Vocational Program Enrollment Report for the Technical Program Division alone are as follows:

Reporting Period	NT Female Students	Male/Female Students in Same Classes	Female Student Percentage of Total
July 1, 1987 through June 30, 1988	144	1744	8.25%
July 1, 1988 through June 30, 1989	140	1697	8.24%
July 1, 1989 through June 30, 1990	150	1782	8.41%

These figures can be misleading since they include students who are declared majors in other traditional fields such as Interior Design. Some nontraditional courses may be required in their degree plans.

Also according to the new THECB guidelines issued in April 1990 for determining nontraditional occupational areas, courses will be considered nontraditional according to the proportion of male/female enrollment in each area. As a result, only the credit classes in the Technical Programs Division with the exception of the Fire Technology, and Media Production will be considered nontraditional, once again.

While we have been successful in balancing these areas at the college, the assistance of the media played no small part in creating an attractive image in Law Enforcement, for example. Technology Division courses have not enjoyed the same "mystique," yet the WIT Project has endeavored to create a more acceptable image to facilitate serious consideration in the widening of career options for women.

In order to measure the efforts of WIT more closely, we have identified the students enrolled in the Spring semester of 1989 and compared that number with the number of students enrolled in the Spring semester of 1991. That system is broken down and explained as follows:

WIT STUDENTS OF THE TECHNICAL PROGRAMS DIVISION CREDIT CLASSES

Category	Spring 1989	Spring 1991	Percent Increase 1989-1991
Number of students attending nontraditional credit courses	71	85	19.7%
Number of students who have declared primary and secondary nontraditional majors	94	117	24.5%
Number of nontraditional student majors in nontraditional credit courses	21	37	176%

Some of these categories overlap, but the second category shows that the number of students declaring nontraditional majors has increased. The third category is especially important because it is a retention figure indicating the success and perseverance of a student major working toward a certificate or degree. It should be noted that technical/vocational students are often hired in their fields before graduation or completion of their certificates or degree plans. As a result, identification of students who have become employed in their major fields of study, and have not returned to school, will be a part of the tracking process in the future, since these students also represent a measure of success not reflected in graduation figures. The number of women graduates in the Technology Programs Division (TPD) was one in 1988, two in 1989, and four in 1990. In Spring 1991, TPD had 4 women graduates; Public Service Occupations had 19.

C. How well are the project activities being met?

The previous information should serve as ample evidence in determining the success for this year's work. The entire WIT staff takes great pleasure in the fact that the accomplishments reported herein far exceed the amount of work required in the contract. This is due to the dedication felt by the staff as a whole to the concept of assisting women in their struggle for dignity and meaning in the world of work.

During the Christmas season one community organization, the Italian American Club of El Paso, responded generously in support of WIT by giving two $50 awards to deserving WIT students selected on the basis of personal financial need. One honoree wrote in a letter addressed to Ms. Di Benedetto:

> "I wish to express my thanks for the award given by the Italian American Club of El Paso. I recently have found it necessary to take a second job to meet my current obligations. This semester has been a most difficult one. This award will be a big help to me. Please convey my appreciation to this organization for the award. Additionally, please let them know that it helps to know that people recognize the difficulties women face with our changing roles in the business world. The support of organizations like the Italian American Club of El Paso make facing the challenges a little easier . . . Again, I appreciate your help more than you can ever know. I would have had to drop out had it not been for your help."

As the Coordinator, I would like to express my gratitude first, to my supervisor, Mr. Lynn Slater, Division Chair of the Technology Programs Division, for his unwavering, dedicated support and visionary guidance. Secondly, Ms. Terry Walch has served as the program advisor in a most competent, caring capacity. Working with her has been a joy.

I wish to thank the entire Texas Higher Education Coordinating Board for the making the unique approach of the WIT Program possible. The Women in Technology Program is a hopeful, dynamic beginning in accomplishing the major goals of increasing the number of women entering nontraditional technical/vocations occupations, and of increasing enrollment of women in nontraditional technical/vocational education and training.

APPENDIX 1

EL PASO COMMUNITY COLLEGE LUNCHEON

WITH CATALINA VASQUEZ VILLALPANDO
Treasurer of the United States

Friday, September 28, 1990

1:00 p.m. Welcome: Olga C. Chavez
Director, Women's Center
Chair, Adelante Mujer Hispana

Welcome: Dr. Robert E. Shepack
President, El Paso Community College

Lunch

1:30-2:30 p.m. Introductions: Olga C. Chavez

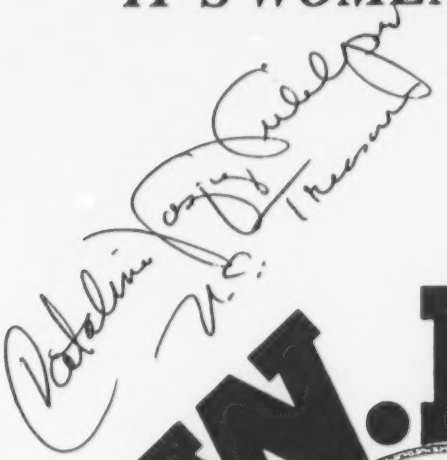
Presentations:

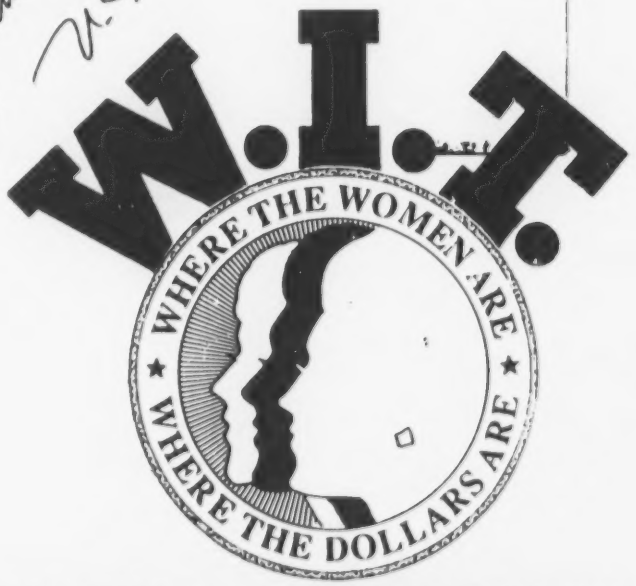
Mr. Bill Andrews
Director
Institutional Research

Ms. Vicky Di Benedetto
Coordinator
Women In Technology Program

Dr. Irene Soriano
Coordinator
International Art Institute of
El Paso Community College

IT'S WOMEN'S WORK!





WOMEN IN TECHNOLOGY

EL PASO
COMMUNITY
COLLEGE

TEXT OF WIT PRESENTATION

September 28, 1990

WOMEN IN TECHNOLOGY

THANK YOU, OLGA.

MADAME TREASURE, MR. PRESIDENT, DISTINGUISHED BOARD MEMBERS, AND DISTINGUISHED MEMBERS OF OUR COMMUNITY:

I. PROJECT JUSTIFICATION.

WE ARE A NATION AND A STATE DEDICATED TO FULL EQUALITY IN THE WORKPLACE AT A TIME WHEN WOMEN ARE BECOMING THE SOLE SUPPORT OF AN INCREASING PROPORTION OF ALL FAMILIES (16.6% IN 1987). THE CENSUS BUREAU REPORTED IN LAST WEEK THAT 1/3 OF ALL LATINOS UNDER 18 (OVER 2 MILLION CHILDREN) WERE LIVING IN A SINGLE-PARENT HOME IN 1989, 91% WITH THEIR MOTHERS. AND YET, TWO-THIRDS OF MINIMUM WAGE WORKERS ARE WOMEN AND 77% OF WOMEN WORKERS ARE IN FEMALE-INTENSIVE OCCUPATIONS WHICH ARE AT THE LOWEST END OF THE PAY AND PRESTIGE SCALE. CLEARLY, OUR ECONOMY NEEDS THE CONTRIBUTION OF SKILLED WOMEN WORKERS, ESPECIALLY WITH OUR DECLINING BIRTHRATE AND AGING POPULATION. OUR STATE'S WORST UNEMPLOYMENT (BETWEEN 11 AND 15%) IS ALONG THE BORDER FROM EL PASO TO BROWNSVILLE. CLEARLY, WOMEN THEMSELVES NEED TO BE ABLE TO CONSIDER AS MANY TRAINING AND EDUCATIONAL OPTIONS AS POSSIBLE, ESPECIALLY THOSE WITH A GOOD-PAYING JOB ON THE HORIZON AFTER THE SHORTEST POSSIBLE TRAINING PERIOD. LIKE MEN, THEY ALSO NEED WORK THAT PROVIDES PERSONAL SATISFACTION.

THE 9% OF WOMEN WORKERS WHO ARE IN NONTRADITIONAL (NT) JOBS (THOSE IN WHICH MORE THAN 75% OF THE WORKERS ARE MEN) EARN 20-30% MORE THAN WOMEN IN TRADITIONAL JOBS WITH ONE MAJOR EXCEPTION, NURSING.

II. PURPOSE, GOAL, AND BARRIERS:

WOMEN IN TECHNOLOGY (WIT), A CARL PERKINS FUNDED PROJECT, IN ITS THIRD YEAR AT EL PASO COMMUNITY COLLEGE, SEEKS TO INTRODUCE WOMEN TO THESE NEW OPTIONS AND TO INCREASE THEIR AWARENESS OF AND PARTICIPATION IN NT CAREERS. ITS SPECIFIC MEANS IS TO INCREASE FEMALE ENROLLMENT IN NT TECHNICAL/VOCATIONAL CLASSES AT THE COLLEGE. OUR STRATEGY WAS TO FOCUS ON CHANGING INSTITUTIONS AND PROVIDING INDIVIDUAL SUPPORT TO WOMEN. SURVEY INFORMATION AND THE EDUCATIONAL EQUITY OPTIONS PROJECT'S (EEOP) TEAM INPUT LED US TO IDENTIFY THE MAJOR BARRIERS TO ENROLLMENT: SOCIAL AND CULTURAL ATTITUDES, LACK OF INFORMATION ON THESE OPTIONS, AND A LACK OF ACADEMIC, PERSONAL, AND FINANCIAL SUPPORT WHICH INTERFERED WITH STUDENT RETENTION.

III. METHODS: (RECRUITMENT AND RETENTION ACTIVITIES).

RECRUITMENT EFFORTS

WE BEGAN BY PREPARING SPEAKERS TO GIVE PRESENTATIONS TO GROUPS INCLUDING TEACHERS, COUNSELORS, CIVIC ORGANIZATIONS, EL PASO JOB CORPS, HEALTH CLINICS, AND PUBLIC SCHOOLS, AS WELL AS HISTORY, SOCIOLOGY, AND PSYCHOLOGY CLASSES AT EPCC, WHERE EVER THE SUBJECT WAS APPROPRIATE TO THE CURRICULUM.

WE SPEAK TO WOMEN ABOUT AUTOMOTIVE TECHNOLOGY, CONSTRUCTION, DRAFTING, ELECTRONICS, HEATING, VENTILATION AND AIR CONDITIONING, MACHINE SHOP AND WELDING. A 9-MINUTE VIDEO WAS PRODUCED DURING THE FIRST YEAR AND SOME FREE NON-CREDIT CLASSES WERE OFFERED. DURING THE SECOND YEAR WE REALIZE THAT WE NEEDED A NEW IMAGE FOR WOMEN TO IDENTIFY WITH. OUR WIT TEAM CONSISTING OF A HANDFUL OF PART-TIME EMPLOYEES, PAID COLLECTIVELY LITTLE MORE THAN 43 HOURS PER WEEK, DEVELOPED A LOGO, BROCHURES (IN ENGLISH AND SPANISH), MORE SPECIFIC JOB AND SALARY INFORMATION, BOOK COVERS, POSTERS WITH RETURN MAILERS AND PROMOTIONAL BAND-AIDS. WE BEGAN TO INCREASE OUR MEDIA EXPOSURE. TWO 30-SECOND PUBLIC SERVICE ANNOUNCEMENTS (PSA'S) WERE DEVELOPED AND RUN ON TV LAST SUMMER AND AGAIN THIS SUMMER, DURING PRIME TIME. BY JUNE OF '90 WE HAD LOGGED 4 1/2 HOURS OF RADIO AND TV SPOTS AND INTERVIEWS, AND HAD GIVEN 82 LIVE PRESENTATIONS TO 1358 PEOPLE. WE HAD ALSO PERSONALLY SPOKEN WITH AND/OR HANDED BROCHURES TO ALMOST 13,000 PEOPLE BY PARTICIPATING IN VARIOUS COMMUNITY AFFAIRS, CONVENTIONS, EXHIBITS, CAREER DAY ACTIVITY, ETC. AND YES, WE DID HAVE SOME WONDERFUL VOLUNTEERS ALONG THE WAY.

MOST OF THE INTERESTED PROSPECTIVE STUDENTS WERE HISPANIC, AND WHETHER WORKING OR NOT, IN NEED OF TUITION ASSISTANCE TO BRING THEIR READING AND WRITING SKILLS TO THE MINIMUM LEVEL NEEDED FOR SUCCESS IN VOCATIONAL CLASSES.

MOST WERE REFERRED TO THE ALPHA CENTER, FOR ESL TRAINING, OR TO THE FINANCIAL AID DEPARTMENT OF EPCC, IN WHICH CASE ACTUAL ENROLLMENT IN A VOCATIONAL CLASS WOULD STILL BE A FEW MONTHS TO 2 YEARS AWAY.

MOST OF THE WORKING WOMEN WERE IN MINIMUM WAGE JOBS AND WITH OR WITHOUT A MATE, HAD TO SUPPORT CHILDREN. THEIR ONLY OPTIONS WERE TO ATTEND NIGHT SCHOOL. OFTEN, THEY WERE TOO EXHAUSTED IN THE EVENINGS TO CARRY THROUGH, DUE TO A HEAVY LOAD AS A SINGLE-PARENT, OR AN UNSUPPORTIVE, CONTROLLING HUSBAND. OFTEN THEIR STAMINA OR WILL TO PERSIST WAS LACKING.

BESIDES THE RECRUITMENT ACTIVITIES, WHICH HAD INCLUDED CAREER EXPLORATION WORKSHOPS AND TOURS OF OUR DEPARTMENTS, WE BEGAN STUDENT RETENTION EFFORTS BY PROVIDING THE OPPORTUNITY FOR SUPPORT GROUPS, TELEPHONE SUPPORT GROUPS AND TUTORING IN AREAS NOT ALREADY PROVIDED THROUGH THE COLLEGE. ALSO, STUDENTS WHO DROPPED OUT WERE CALLED AND THE REASON GIVEN WERE MOST OFTEN MONEY PROBLEMS, AND PERSONAL, FAMILY PROBLEMS. SEVERAL INDICATED THEY PLANNED TO RE-ENROLL THE FOLLOWING SEMESTER. THE MAJORITY FREELY EXPRESSED GRATITUDE AND PRAISE FOR THE EFFORTS OF THEIR TEACHERS, AND THE QUALITY OF INSTRUCTION.

IV. IMPACT.

WHILE THE WOMEN WHO SHOWED THE MOST INTEREST WERE THOSE MOST IN NEED, IT SHOULD BE NOTED THAT MORE YOUNGER WOMEN ARE NOW BEING EXPOSED TO EXPANDED CAREER OPTIONS BEFORE THEY HAVE FAMILY COMMITMENTS.

OBVIOUSLY, IT IS IMPORTANT TO CONTINUE TO WORK ON THE NEW IMAGE--THE ACCEPTABILITY OF NT WORK. IN FACT, THE SUCCESSFUL NEW ROLE MODELS ARE TELLING US HOW FULFILLING NT WORK CAN BE, EVEN, WITHOUT THE EXTRA MONEY. THE FIRST YEAR WE HAD 3 GRADUATES; LAST JUNE--5; OUR ENROLLMENT IN THE TECHNOLOGY PROGRAM DIVISION (TPD) HAS FLUCTUATED UP SLIGHTLY THIS SEMESTER, BUT STILL ABOUT 5% OF THE MALE ENROLLMENT.

THIS YEAR THE TEXAS HIGHER EDUCATION COORDINATING BOARD AWARDED EPCC $75,000 FOR THE WIT PROJECT. THE PROJECT IS STILL CARRIED ON BY ALL PART-TIME EMPLOYEES AND EFFORTS WILL GO INTO MORE STUDENT RETENTION SERVICES SUCH AS CHILDCARE, WOMAN TUTORS, SUPPORT GROUPS, WORKSHOPS FOR STUDENTS ON ASSERTIVENESS AND SEXUAL HARASSMENT, E.G., AND PART-TIME WORK ASSIGNMENTS IN WHICH GOOD STUDENTS CAN, WITH THE APPROVAL OF THEIR INSTRUCTOR, BE ELIGIBLE TO WORK AS WIT RECRUITERS BY GIVING DEMONSTRATIONS OF THEIR EXPERTISE AT THE EXHIBIT TABLES IN COMMUNITY FAIRS, AND OTHER EVENTS. IN THIS MANNER WE WILL GIVE OUR STUDENTS THE OPPORTUNITY TO DEVELOP SELF-CONFIDENCE AND PRIDE IN THEIR ACHIEVEMENTS.

THIS YEAR THE WIT PROJECT IS BEING EXPANDED TO SERVE ALL THE NT TRAINING OPTIONS AT EPCC. THIS WILL INCLUDE THE CREDIT PROGRAMS UNDER PUBLIC SERVICE OCCUPATIONS, THAT IS, PHOTOGRAPHY, MEDIA PRODUCTION TECHNOLOGY, CORRECTIONS, LAW ENFORCEMENT, AND FIRE TECHNOLOGY, AS WELL AS THE NON-CREDIT COURSE OFFERINGS INCLUDING THOSE AT OUR NEW ADVANCED TECHNOLOGY CENTER.

I'D LIKE TO TAKE THIS OPPORTUNITY TO THANK OUR PUBLIC SCHOOL ADMINISTRATORS FOR THE COORPERATION WE HAVE RECEIVED IN THE PAST AND WE LOOK FORWARD TO EVEN MORE COLLABORATION TOGETHER.

I WANT TO THANK EPCC FOR GIVING ME THE OPPORTUNITY THROUGH WIT TO HELP WOMEN IN THEIR STRUGGLE FOR DIGNITY AND MEANING.

IN CLOSING, LET ME INTRODUCE OUR TECHNICIAN-IN-RESIDENCE, ANA, A WOMAN WITH HER WITS ABOUT HER!

WOMEN IN TECHNOLOGY (WIT)
ALL IN A DAY'S WORK PRESENTATION
February 9-12, 1991

I. PURPOSE, GOAL, AND BARRIERS

Women in Technology (WIT), a Carl Perkins funded project, in its fourth year at El Paso Community College, seeks to introduce women to nontraditional career options and to increase their awareness of and participation in nontraditional (NT) careers. Its specific means is to increase female enrollment in nontraditional technical/vocational classes at the El Paso Community College.

I was asked to coordinate the WIT program in May '89 at a time when the Education Equity Options Project's (EEOP) 7-step approach had been embraced in our community two years earlier. The EEOP team consisted of 20-30 people who met bi-monthly. Most members were from the community college or the YWCA and each institution was developing its own program. The YWCA was beginning a pilot project to combine a literacy and an employment training program for women to direct them to nontraditional jobs requiring little or no previous experience. At the community college, WIT had begun, with the help of the Washington, D.C. WOW representatives, Judy Beck and Sandra Porter (Van Fossen). Survey information and EEOP team input led us to identify the major barriers to enrollment: social and cultural attitudes, (El Paso is 69% Hispanic), lack of information on nontraditional options, and a lack of academic, personal and financial support which interfered with student retention. Our strategy was to focus on changing attitudes by stimulating discussions of women's changing roles, providing educational training information and individual support to women.

Most of the interested prospective students were Hispanic and, whether working or not, in need of tuition assistance to bring their reading and writing skills to the minimum level needed for success in vocational classes.

Most of the working women were in minimum wage jobs, with or without a mate, and many had to support children. Their only options were to attend night school. Often, they were too exhausted in the evenings to carry on, due to a heavy load as a single-parent, or an unsupportive, controlling husband. Often their stamina or will to persist was lacking.

We have, in the southwest, a unique border situation involving the confluence of two cultures. Since the Gulf War began, we have become aware of women's roles in the Arab culture. But we need to realize that the Moors occupied Spain for seven centuries and women's roles in the Arab culture became ingrained in the Spanish culture during those seven centuries. Columbus left Spain before the ideas of the Renaissance and Enlightenment traveled southward. (The Renaissance -- you can think for yourself, and the Enlightenment -- you have a right of self-determination.) The cultural norms and values of Hispanics from Mexico were Pre-Enlightenment. Also, the Church, with its authoritarian doctrines reinforced many of the values. Only after World War II did Hispanics become acquainted with Post-Enlightenment ideas. Sociologists say it takes three generations, at least, to begin an acculturation process whereby new social attitudes and values take hold. Theologians and sociologists alike are calling for a new paradigm in our approach to this problem. Our women in the southwest need time. We cannot force them to experience the Renaissance and Enlightenment in one generation because they have moral conflicts and need time to think through the reasons for the need to change if they are to become a part of the American economy in the 20th - 21st century workplace.

II. METHODS: (RECRUITMENT AND RETENTION ACTIVITIES)

We began by preparing speakers to give presentations to groups including teachers, counselors, civic organizations, public school students, El Paso Job Corps students, and people at health clinics, as well as History, Sociology, and Psychology classes at the college, wherever the subject is appropriate to the curriculum. We speak to women about automotive technology, construction, drafting, electronics, heating/ventilation/air conditioning, machine shop and welding.

A 9-minute video was produced the second year and some free non-credit classes were offered to women students and awareness workshops had been conducted for the faculty. As we began the third year, we realized that we needed a new image with which women could identify. At that time our WIT team consisted of a handful of part-time employees, paid collectively little more than 43 hours per week, but we set to work. We developed a logo, brochures (in English and Spanish), more specific job and salary information, bookcovers, posters with return mailers and promotional bandaids. We began to increase our media exposure. Two 30-second Public Service Announcements (PSA's) were developed and run on TV during prime time just prior to each semester's registration. By June of '90 we had logged 4 1/2 hours of radio and TV spots and interviews, and had given 82 live presentations to 1358 people. We had also personally spoken with and/or handed brochures to almost 13,000 people by participating in various community affairs, conventions, exhibits, career day activities, etc. And yes, we did have some wonderful volunteers along the way. (Most prospective students were referred to our ALPHA Center for ESL training, or to the Financial Aid department of our college), in which case actual enrollment in a vocational class would still be a few months to two years away.

Besides the recruitment activities, which had included career exploration workshops and tours of our departments, we began student retention efforts by providing the opportunity for support groups, telephone support groups and tutoring in areas not already provided through the college. Also, students who dropped out were called and the reasons given were most often money problems, and personal, family problems. Several indicated they planned to re-enroll the following semester. The majority freely expressed gratitude and praise for the efforts of their teachers, and the quality of instruction.

III. IMPACT

While women who showed the most interest were those most in need, it should be noted that more younger women are now being exposed to expanded career options before they have family commitments. Obviously, it's important to continue to work on the new image -- the acceptability of nontraditional work for women -- in fact, the successful new role models ar telling us how fulfilling nontraditional work can be, even without the extra money.

In May of '89 we had three graduates; in May of '90, -- 5; our enrollment in the technical programs division has increased slowly, up 16% this semester. But interpreting enrollment figures is a complex endeavor. Graduation is clearly not the only measure of success because many people get jobs before completing their coursework. We are presently tracking three different groups: 1. Those attending nontraditional classes, but not all of these students are majors; they could have a nontraditional course in a very traditional degree plan like Interior Design. 2. Those who have declared nontraditional majors, but they may still be taking remedial or prerequisite courses, or they may have completed their content courses. 3. Those who have declared nontraditional majors and are presently enrolled in nontraditional courses.

As you can see all these categories overlap, but the last category is especially important because it indicates some measure of perseverance on the student's parts and that number has almost doubled.

This '90-'91 fiscal year, The Texas Higher Education Coordinating Board awarded EPCC $75,000 for its WIT project. Therefore, we are able to provide more student retention services such as childcare, woman tutors, coordination of telephone support groups, emergency transportation, assistance for students in danger of dropping out, workshops on sexual harassment, and part-time work assignments in which good students can, with the approval of their instructor, be eligible to work as a WIT recruiter by giving demonstrations of their expertise at the exhibit tables in community fairs, and other events. In this manner we will begin to develop role models for our community as well as to give our students the opportunity to develop self-confidence and pride in their achievements.

This year the WIT program has been expanded to serve all the nontraditional training options at EPCC. This now includes the credit programs under the Public Service Occupations, that is, photography, media production technology, corrections, law enforcement, and fire technology, also computer programming under computer based occupations and the non-credit course offerings such as those at our new Advanced Technology center (ATC) which offers programs in plastic injection molding and computer numerical control.

(A question and answer period followed. Total WIT time = 1 Hour).

SYNOPSIS OF WOMEN IN TECHNOLOGY (WIT)
ATEA NATIONAL CONFERENCE
ATLANTA, GEORGIA
MARCH 13-17, 1991

VICTORIA DI BENEDETTO
EL PASO COMMUNITY COLLEGE
EL PASO, TEXAS

I. GOAL

Women in Technology (WIT), a Carl Perkins funded project, in its fourth year at El Paso Community College, seeks to introduce women to nontraditional career options and to increase their awareness of and participation in nontraditional careers. Its specific means is to increase female enrollment in nontraditional technical/vocational classes at the El Paso Community College.

II. RATIONALE

Why? Because women are interested in nontraditional, especially technical jobs now more than ever, particularly when presented with the opportunity to pursue them. Recent studies by researchers working in different parts of the country with different populations are in agreement regarding the following three findings taken from Mary L. Walshok: ("Blue Collar Women," in Albert H. Teich, Editor, TECHNOLOGY AND THE FUTURE, Fifth Edition, St. Martin's Press, New York, 1990, pp. 288-296.)

1) "The increased participation of women in these jobs is three and four times greater than the increase in participation of women in law or medicine . . . The reason is not because there are thousands of women dying to be blue collar workers, but because opportunities are opening up for jobs that pay very well and offer women a lot more autonomy, independence and challenge that traditional work." (Walshok, 1990, p. 292)

2) "Women who go into these nontraditional jobs have a strong personal identification as working person -- they see themselves as life-long workers. They are money-oriented because they have three or four children, because they are divorced, or because they are supporting sick mothers . . . few of them had stable employment previously." (Walshok, 1990 p. 292)

3) One researcher followed women over a four-year period and found they "ended up having very stable employment because at least they were in jobs that paid them well, challenged them and gave them some security." (Walshok, 1990, p. 292) She identified four qualities of work valued by women: A sense of productivity, challenge, relatedness -- making women feel they are in the mainstream, rather than backstage, and perhaps most important, autonomy, described by the women in terms of control over the pacing of their work, discretion as to the sequencing and frequency of tasks, and feeling they define what is going to happen in their own day. (Walshok, 1990, pp. 294-295)

III. THE PROBLEM

I was asked to coordinate the WIT program in May 1989. At this point, local barriers had been identified, and recruitment efforts had begun. Our identification of local barriers was consistent with the research findings of barriers nationwide: i.e., social and cultural attitudes, lack of information on nontraditional options, and a lack of academic, personal and financial support which interfered with student retention.

Since El Paso is now 69 percent Hispanic, and our college's enrollment is over 77 percent Hispanic, most of the interested prospective students are Hispanic, and, whether working or not, are in need of tuition assistance to bring their reading and writing skills to the minimum level needed for success in vocational classes.

Most of the working women, with or without a mate, are in minimum wage jobs, and may have to support children. Often, their only options are to attend night school. Often, they are too exhausted in the evenings to carry on, due to a heavy load as a single-parent, or having an unsupportive, controlling husband. Often, their stamina or will to persist is lacking.

We have, in the Southwest, a unique border situation involving the confluence of two cultures. Since the Gulf War, we have become more aware of women's roles in the Arab culture. Those same values became ingrained in the Spanish culture during the seven centuries that the Moors invaded and occupied Spain. But Columbus left Spain before the ideas of the Renaissance and Enlightenment traveled southward. The Renaissance taught us to think for ourselves and the Enlightenment introduced the right to political self-determination, but the cultural norms and values of these Hispanics have different roots. They include a separation of male and female roles, as opposed to non-gender=based roles, male-dominated authoritarianishm as opposed to1 equal partnership, passivity as opposed to assertiveness and initiative. It is obvious that these traditional roles and behaviors of women are in stark contrast with the characteristics of today's successful women who are now employed in nontraditional careers.

The March '89 Current Population Survey reports 20 million Hispanics in the U.S. mainland; 60 percent live in the Southwestern states of California, Texas, New Mexico, Arizona, and Colorado. Hispanic women, however, differ demographically from non-Hispanic women in several important ways:

They are younger (their median age is under 26); they have higher fertility rates, (more than 30% higher than that of white women and 25 percent higher than that of black women): They are more likely than non-Hispanic women to be school dropouts, and Hispanic households headed by women are likely to be poor, (in 1986 more than half of these families were subsisting at incomes below the poverty level), and one in four women with AIDS is Hispanic.

Although their presence in the workplace is increasing, Hispanic women have the lowest labor force participation rates, compared to non-Hispanic women, and their earnings are the lowest of all U.S. working women. In 1986, Hispanic women's median weekly earnings had increased to $241, but were lower than the gains registered for white women and black women who were earning $294, and $263, respectively. (Reported in Judith Gonzales, "An Increased Share: Hispanic Women Workers, Chapter 7, in RISKS AND CHALLENGES: WOMEN WORK AND THE FUTURE, compiled and edited by Wider Opportunities for Women, Washington, DC, 1990)

Since the transition from that of a traditional set of characteristics to that which is reflected in today's successful nontraditional career woman is extensive, so too, the assistance we make available to our target population needs to be systematic and long-range, as well as searching and short-range.

IV. RECRUITMENT ACTIVITIES

Despite social barriers and gender distinctions, more U.S. women are selecting nontraditional careers. A study by Kingdon and Sedlacek in 1982 indicated that those women who chose nontraditional careers had a high achievement orientation, appeared not to participate in sex role stereotyping, developed better study skills, were encouraged to explore nontraditional interests. In additional to identifying the characteristics of successful women students, the study confirms the positive influence role models have on women in their pursuit of these careers. (Kingdon, M.A., and Sedlacek, W., "Differences Between Who Chooses Traditional and Nontraditional Careers." JOURNAL OF THE NATIONAL ASSOCIATION OF WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS, 1982, 42 (2), 34-36.)

The strategy we developed was to focus on changing attitudes by stimulating discussions of women's changing roles, providing educational training information and individual support to women. We began by preparing speakers to give presentation to groups including teachers, counselors, civic organizations, public school students, El Paso Job Corps student, and people at health clinics, as well as History, Sociology, and Psychology classes at the college, whenever the subject is appropriate to the curriculum.

We speak to women about automotive technology, construction, drafting, electronics, heating/ventilation/air conditioning, machine shop and welding, correctional science, fire technology, law enforcement, media production and photography as well as our non-credit course offerings such as plastic injection molding, computer numerical control and sewing machine repair.

A 9-minute video was produced during the second year and some free non-credit classes were offered to women students and awareness workshops had been conducted for the faculty. As we began the third year, we realized that we needed a new image with which women could identify. At that time our WIT team consisted of a handful of part-time employees, paid collectively little more than 43 hours per week, but we set to work. We developed a logo, brochures (in English and Spanish), more specific job and salary information, bookcovers, posters with return mailers and promotional bandaids. We began to increase our media exposure. Two 30-second Public Service Announcements were developed and run on TV during prime time just prior to each semester's registration. By June of '90 we had logged 4 1/2 hours of radio and TV spots and interviews, and had given 82 live presentations to 1,358 people. We had also personally spoken with and/or handed brochures to almost 13,000 people by participating in various community affairs, conventions, exhibits, career day activities, etc. And yes, we did have some wonderful volunteers along the way.

V. OBSERVATIONS AND DISCUSSION

While the women who showed the most interest were those most in need, it should be noted that more younger women are now being exposed to expanded career options before they have family commitments. Many of those who sought information were referred to our ALPHA Center for English as a Second Language (ESL) training, or to the Financial Aid Department of our college, in which case actual enrollment in a vocational class would still be a few months to two years away!

We are presently tracking three different groups: 1) Students attending nontraditional classes, but not all of these are majors. They could have a nontraditional course in a very traditional degree plan like Interior Design. 2) Students who have declared nontraditional majors, but they may still be taking remedial or prerequisite courses, or they may have completed their content course. 3) Students who have declared

nontraditional majors and are presently enrolled in nontraditional courses. As you can see all these categories overlap, but the last category is especially important because it indicates some measure of perseverance on the students part and that number has almost doubled.

This 1990-1991 fiscal year, the Texas Higher Education Coordinating Board awarded EPCC $75,000 for its WIT project. We are now able to provide more student retention services such as childcare, woman tutors, coordination of telephone support groups, emergency transportation assistance for students in danger of dropping out, workshops on sexual harassment, and part-time work assignments in which second-year students can, with the approval of their instructor, be eligible to work as WIT recruiter. These recruiters give demonstrations of their expertise at the exhibit tables during community events, and they also accompany our presenters and participate in panel discussions.

In the future we will be working on a role model project involving local women established in their nontraditional careers, and a few of our students are already approaching that goal, but we are even now grooming our students as role models, giving them the opportunity to develop self-confidence and pride in their achievements as they project a new image to themselves and to the community -- that is, the acceptability of nontraditional work for women.

YOU ASKED FOR IT!

YOU GOT IT!

SEXUAL HARASSMENT WORKSHOP

Presented by: Ms. Nancy Nelson, Director of Personnel

Transmountain Campus, 11:30-12:30 PM
Tuesday---February 19th---F600

Bring a Coke and 50-cents!

WIT will buy the PIZZA.

El Paso Community College

Women In Technology

presents

♀pportunity '91

a family af FAIR

PLAY

LEARN

EXPERIENCE

BEST COPY AVAILABLE

PLACE: El Paso Community College
Transmountain Campus

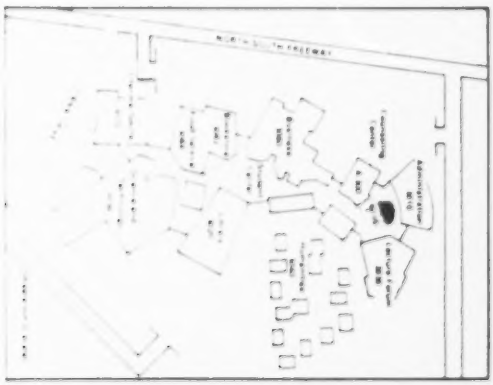
DATE: Saturday April 13, 1991

TIME: 9 AM - 1 PM

COST: FREE

For more information, call 757-5073

EL PASO COMMUNITY COLLEGE



TRANSMOUNTAIN CAMPUS

El Paso Community College does not discriminate on the basis of race, color, national origin, religion, sex, age or handicap

APPENDIX I

WOMEN IN TECHNOLOGY

Today exciting new opportunities are opening up for women in technical fields...

opportunities that include good pay and career advancement.

El Paso Community College's Women in Technology program can provide you with the skills you need to do the job in one of these fast growing fields:

* Automotive Technology
* Drafting
* Electronics
* Machine Shop
* Welding
* Construction Mgt.
* Heating, Ventalation and Air Conditioning
* Quality Assurance
* Correctional Science
* Fire Technology
* Law Enforcement
* Media Production
* Photography

WIT was created to meet your needs-for support, for information, for assistance. We know that choosing a non-traditional career can be a big change, so we want to make it as easy as possible. here's what **WIT** provides:

* free career exploration
* support groups and counseling
* child care
* tutoring
* job information and career planning
* referral services
* supportive instructors that want you to succeed

If you'd like to know more about Women in Technology, call:

WOMEN IN TECHNOLOGY
El Paso Community College
Technology Division
(915) 757-5073

FACTS YOU SHOULD KNOW

* Women in technical fields make an average of 20-30% more than women who have traditional jobs such as office work.

* Women have a greater chance of moving up the career ladder to supervisory and administrative positions.

* Women are succeeding in technical fields - today's computer technology favors brian over brawn.

ABOUT EL PASO COMMUNITY COLLEGE

EPCC has always had a special commitment to helping women realize their goals. Each of our three campuses has a Women's Center that offers special support services, including career counseling and life planning.

EPCC's 22,000 students can take advantage of a wide range of student services and activities, from commercial art to accounting. Our Open Admissions policy enables students to enroll and receive complete academic and counseling services to help them succeed in their education.

EL PASO COMMUNITY COLLEGE

El Paso Community College does not discriminate on the basis of race, color, national origin, sex, age or handicap.

WIT:BROLNGL:WIT-FM3

APPENDIX 8

WOMEN IN TECHNOLOGY

Actualmente se están abriendo nuevas y emocionantes oportunidades para mujeres en campos técnicos – oportunidadesque incluyen buenos sueldos y ascenso en la carrera.

El programa de Mujeres en Tecnología (**WIT**) de El Paso Community College le puede proveer las habilidades que necesita para hacer el trabajo en uno de estos campos que se están desarrollando rápidamente:

* Tecnología Automotriz
* Dibujo Lineal
* Electrónica
* Taller Mecánico
* Soldadura
* Construcción
* Calefacción, Ventilación y Aire Acondicionado
* Garantía de Calidad

WIT fue creado para satifacer sus necesidades -- para proveer apoyo, información, y asistencia. Sabemos que el escoger una carrera no tradicional puede ser un cambio muy grande, de modo que queremos hacerlo lo más fácil posible. WIT provee lo siguente:

* grupos de apoyo y asesoramiento
* cuidado de niños
* instrucción particular y clases especiales de **WIT**
* información sobre trabajos y planeamiento de carreras
* servicios de referencia
* instructores que apoyan a los estudiantes para que tengan éxito

Si quiere saber más acerca del programa Mujeres en Tecnología, llame a:

MUJERES EN TECNOLOGIA (WIT)
El Paso Community College
División de Tecnología

(915) 757-5061

DATOS QUE DEBE SABER

* Las mujeres en campos técnicos ganan un promedio de 30% más de lo que ganan las mujeres en puestos tradicionales así como trabajos de oficina.

* Las mujeres tienen más oportunidad de avanzar en su carrera a puestos de supervisión y administración.

* Las mujeres están saliendo adelante en los campos técnicos -- hoy en día, la tecnología de computadoras favorece la "inteligencia por encima de la fuerza muscular."

DATOS ACERCA DE EL PASO COMMUNITY COLLEGE

EPCC siempre ha tenido un cometido especial para ayudarles a las mujeres a realizar sus metas. Cada uno de los tres campus tiene un Centro de Mujeres que ofrece servicios especiales de apoyo, incluyendo asesoramiento de carreras y desarrollo personal.

Los 22,000 estudiantes de EPCC pueden a[illegible]ovechar un campo[illegible]io de servicios y actividades para estudiantes, desde [illegible]ogramas de ayuda [illegible]hasta organizaciones culturales y sociales.

El Colegio ofrece más de 120 programas de título académico de dos años, tanto como de entrenamiento ocupacional, desde arte comercial a contabilidad. Nuestro sistema de Admisión Abierta permite que los estudiantes se inscriban y reciban servicios completos académicos y de asesoramiento para ayudarles a salir adelante en sus estudios.

EL PASO COMMUNITY COLLEGE

El Paso Community College no discrimina a base de raza, color, origen nacional, sexo, edad, o incapacidad (física o mental).

WRITE:
El Paso Community College
Technology Programs Division
P O Box 20400
El Paso, Texas 79998

FACTS YOU SHOULD KNOW

* Women in technical fields make an average of 30% more than women who have traditional jobs like office work.

* Women have a greater chance to move up the career ladder to supervisory and administrative positions.

* Women are succeeding in technical fields - today computer technology favors brain over brawn.

ABOUT
EL PASO COMMUNITY COLLEGE

EPCC has always had a special commitment to helping women realize their goals. Each of our three campuses has a Women's Center that offers special support services, including career counseling and life planning.

EPCC's 22,000 students can take advantage of a wide range of student services and activities, from financial aid programs to cultural and social clubs.

The College offers over 120 two-year academic and occupational training degree programs, from commercial art to accounting. Our Open Admissions policy enables students to enroll and receive complete academic and counseling services to help them succeed in their education.

W.I.T.

WHERE THE WOMEN ARE
WHERE THE DOLLARS ARE

WOMEN IN TECHNOLOGY

YOU CAN DO IT!

EL PASO COMMUNITY COLLEGE

IT'S WOMEN'S WORK!

WOMEN IN TECHNOLOGY

Today exciting new opportunities are opening up for women in technical fields, opportunities that include good pay and career advancement.

El Paso Community College's Women in Technology program can provide you with the skills you need to do the job in one of these fast-growing fields:

* Automotive Technology
* Drafting
* Electronics
* Machine Shop
* Welding
* Construction
* Heating, Ventilation and Air Conditioning
* Quality Assurance

WIT was created to meet your needs - for support, for information, for assistance. We know that choosing a non-traditional career can be a big change, so we want to make it as easy as possible. Here's what WIT provides:

* tutoring and special WIT classes
* supportive instructors that want you to succeed
* job information and career planning
* support groups and counseling
* child care
* referral services

If you'd like to know more about Women in Technology, call one of our WIT counselors for a one on one discussion of your career goals.

WOMEN IN TECHNOLOGY
El Paso Community College
Technology Division
(915) 757-5061

REDUCED SAMPLE OF BOOKCOVER

APPENDIX G

WOMEN IN TECHNOLOGY (WIT)
POSTER LOCATIONS IN EL PASO

WESTSIDE

Cosmopolitan Lady
6633 N. Mesa St.
585-1087

YMCA
7501-T N. Mesa St.
(behind Red Lobster)
584-9622

YWCA
Catherine Harvey Branch
313 Bartlett Dr.
584-4007

Lo Mart Supermarket
6600 N. Mesa St.
584-3731

Safeway
6021 N. Mesa St.
584-2821
8050 N. Mesa St.
584-5611
1015 Belvidere St.
833-8584

Coronado High School
100 Champion Place
584-9441

Mailboxes, Etc
7101 N. Mesa St.
833-4005
2626 N. Mesa St.
545-2626

Coronado Post Office
7383 Remoon Circle
584-3362

PEP Boys
7465 N. Mesa St.
584-8276

EAST SIDE

YMCA
East Valley Family Branch
2044 Trawood Dr.
591-3321

YWCA
Shirley Leavel Branch
10712 Samsnead Dr.
593-1289

YWCA Child Care
Carlisle Day Care
2114 Magoffin Ave.
533-3125

Lo Mart
3017 Mc. Rai Blvd.
592-5168

UTEP
Campus Library
747-5671
Student Union
747-5711

Bel Air High School
731 Yarbrough
598-3937

Eastwood High School
2430 Mc. Rae
598-3481

Hanks High School
2001 Lee Trevino Dr.
593-7335

NORTHEAST

YMCA
Northeast Family Branch
5504 Will Ruth Ave.
755-5685

Safeway
8201 Dyer St.
755-3012
5111 Fairbanks Dr.
755-1991

Andress High School
5400 Sun Valley Dr.
751-8841

Irvin High School
9465 Roanoke Dr.
755-7687

Parkland High School
5932 Quail Ave.
751 6411

Safeway
1840 N. Lee Trevino Dr.
598-6425
7601 North Loop Dr.
592-1199
3333- A N. Yarbrough Dr.
593-1959
1155 Americas Ave.
859-4211
9480 Biscount Blvd.
595-0199
1590 George Dieter Dr.
855-1743
1117 Geronimo Dr.
778-9100

Wal-Mart
9817 Dyer St.
755-1984

YWCA Child Care
LBS Day Care
9000 Rounoke Dr.
751-3989

EL PASO COMMUNITY COLLEGE

June 19, 1991

Jane Doe
677 Fay Street
El Paso, Texas 79936

Dear Ms. Doe:

Recently you filled out and mailed a postcard taken from one of our Women in Technology (WIT) posters. We are pleased to hear of your interest in WIT at El Paso Community College. Since you have requested information on training and education in the field of Technology, we are mailing you some of our brochures.

Our goal is to recruit women into educational training for non-traditional occupations and to retain these students to the completion of their goals by providing better support services. We encourage women who are making career choices to include in their consideration a non-traditional career, that is, one in which fewer than 25% of the workers are female. Women who will look into these areas will have a wider range of opportunities with hopefully, better-paying results for their investment of time. Nine percent of working women now work in a non-traditional job, but are paid 20-30% more than those women who choose a traditional field.

Included are some materials to help you become familiar with course offerings. If you would like further information, please call me at 757-5073 between 9 a.m. and 3 p.m., Monday through Friday, and I will be happy to tell you about the benefits our program has to offer through El Paso Community College.

Very truly yours,

Victoria Di Benedetto

Victoria Di Benedetto, Coordinator
Women in Technology (WIT)

P.O. Box 20500 • El Paso, Texas 79998 • (915) 594-2000
An Equal Opportunity/Affirmative Action Employer

WOMEN IN TECHNOLOGY (WIT) TEAM MEETING
August 28, 1990

A G E N D A

1. Childcare guidelines
2. Student hours at registration
3. Conference log update; media log
4. Employment action record (EAR) for new student, lab aide recruiters
5. Possibility of gifts for graduates
6. Purchase of promotional doll for fairs and exhibits
7. Purchase of a give away at Women in USA Show
8. Purchase of promotional Bandages, Brochures
9. Advisory Board formation
10. ALPHA Center presentations
11. Peter Piper Pizza connection
12. Participation in Youth Leadership Conference

WOMEN IN TECHNOLOGY (WIT) TEAM MEETING
October 23, 1990

A G E N D A

1. Public service announcements (PSA's)
2. Purchase of answering machine
3. Voice over WIT 9-minute tape from English into Spanish
4. Banners for Women in USA Show
5. Letter for WIT students
6. Tutoring for students
7. Schedule of presentations at La Fe Clinic
8. Presentation at Adelante Mujer luncheon
9. Promotional items for Public Affairs & Marketing office
10. Inclusion of Public Service Occupations (PSO) into WIT
11. Request for AVA attendance
12. Note cards from Print Shop
13. Faculty Action Forms (FAAF's)
14. Memo to EPCC comptroller - Anita's clothes
15. EAR's and timesheets

WOMEN IN TECHNOLOGY (WIT) TEAM MEETING
November 28, 1990

A G E N D A

1. Time & Effort reports
2. Completion of WIT doll tape
3. EAR's and personnel
4. Advisory Board meeting agenda
5. Possible resolution by WIT at WISE conference
6. Deposit for AVA conference
7. Adelante Mujer workshop and presentation
9. Placement COOP education grant
10. Possibility of free tuition for spouses of Desert Shield military
11. Sponsor a race car/Christine Nelson
12. WIT log on computer/Christine Nelson
13. Support group evaluation
14. Print shop order: brochures, bookcovers, business cards
15. Career Exploration Workshop

WOMEN IN TECHNOLOGY (WIT0) TEAM MEETING
December 15, 1990

A G E N D A

1. Possibility of a role model project
2. AVA status
3. Consultant agreement for Tracey Benson
4. Networking with YWCA
5. Upcoming visit by Coordinating Board member, Maricela Oliva
6. Presentations and no-shows
7. NAWIC and scholarships for EPCC students
8. Mileage reimbursement request
9. Check request for "Anita"; for NAWIC (Business Card into newsletter)
10. Courses in upper body strength
11. Contact to Joyce Hecht and role model project
12. Contact KBNA, Maureen Novak
13. Critique of "All In A Day's Work" presentation
14. Contracts
15. Role of Beverly Arneson in Opportunity 91
16. YWCA Female Resource Meeting
17. Preparation for Opportunity 91
18. Coronado High School Career Expo
19. ATEA nomination for Tracey Benson

WOMEN IN TECHNOLOGY (WIT) TEAM MEETING
February 1, 1991

A G E N D A

1. Resource Committee of YWCA
2. Jan Smoake & EPCC presentations
3. Welding major as as lab aide recruiter
4. Meeting with Beverly Arneson
5. Booths for Opportunity 91
6. Flyer for student harassment workshop
7. Request for list of majors
8. Linda Luerhs and contacts for police and fire departments
9. CBO and PSO student recruitment and EAR's
10. Problems with publishing in "Border Trends"
11. Problems with public relations and marketing
12. Waiting list for student recruiters
13. HVAC student in recruiter pool
14. Principles of Technology course and its promotion
15. Tool box for automotive student
16. Budget
17. FAAF for B. Arneson and problems with payroll
18. Adelante Mujer and Olga Chavez
19. Role model project
20. Presentations for Project Forward
21. WIT Advisory Board Agenda
22. Proposal for '91 '92

WOMEN IN TECHNOLOGY (WIT) TEAM MEETING
February 14, 1991

A G E N D A

1. Evaluation of meeting with Maricela Oliva
2. Possibility of faculty award by WIT
3. Coronado Career Expo
4. Tracey Benson's Consultant Agreement
5. ATEA Conference for Victoria Di Benedetto and Kathryn Melson
6. FAAF approval for Javier Candelas & Elizabeth Mallory
7. EPCC Marketing & ATEA student award
8. Rio Grande Health Center & presentations
9. Ysleta High School & presentations
10. Filming of "Ana"
11. Development of more sophisticated exhibits
12. Preparation of student letter
13. Time and effort reports
14. Budget for future catalog costs ($1.50 each)
15. Meeting with Father Lopez at St. Pius X concerning support groups
16. NAWIC and basic construction course
17. H.E. Charles Career Day
18. AAJC Competition
19. Lack of response to 29 letters sent to PTA's
20. Recruitment of bilingual recruiters
21. Catering of Advisory Board luncheon/meeting "ALL IN A DAY'S WORK" Conference

WOMEN IN TECHNOLOGY (WIT) TEAM MEETING
June 3, 1991

A G E N D A

1. Goals for '91 '92 fiscal year
2. WIT graduates
3. Composition of Advisory Board
4. Orientation of new personnel and updating of student recruiters
5. Writing of final reports
6. Submission of EAR's and FAAF's

MEMORANDUM

TO: Lynn Slater, Division Chair
Technology Programs Division

FROM: Victoria Di Benedetto, Coordinator
Women in Technology (WIT)

DATE: November 26, 1990

SUBJECT: MINUTES/WIT ADVISORY BOARD MEETING

The Advisory Board held its first meeting on Wednesday, November 14, 1990 at 10 a.m. in Conference Room "B" of the President's office at the El Paso Community College Valle Verde Campus.

The following members were present:

Victoria Di Benedetto, WIT Coordinator & Board Chairperson
Diane K. Troyer, Dean, Business & Technology
Kathryn A. Melson, Assistant Coordinator, WIT
Suzie Azar, Mayor of El Paso
Arturo Banuelos, St. Pius X Church
Kathy Barber, YWCA
James Day, Peyton Foundation
Homero Galicias, Minority Business Council
Iggy Holguin, Texas Employment Commission
Albertina Luna, Federal Women's Program
Jan Smoake, Region XIX

Guest Included:

Terry Walch, Texas Higher Education Coordinating Board

To facilitate rapport and group interactions, an informal meeting was held. Informal discussion and approval by consensus rather than more structured procedural protocols were the order of the day. This is reflected in the consolidated minutes which follow.

Vicki Di Benedetto	Spoke to the present status of women and spoke to influences historic and cultural; explained the WIT program, its purpose, objectives and short and long range goals.
Suzie Azar	Voiced concern over poor representation of women firefighters in city government and their poor scoring on civil service exams. This latter is true also of women in corrections. Course preparation for civil service exams and in building upper body strength for women were suggested. A list of contacts are to be submitted to facilitate the former. It was also recommended that a nominal fee be charged to cover refreshments for WIT workshops and to ultimately ensure attendance.
Diane Troyer	Agreed to evaluate the need for the above named courses, as well as possible implementation of these. Spoke to the need for conducting technical courses in English. Recommended speakers be featured in an effort to improve support groups attendance and participation.
Homero Galicias	Expressed concern over poor representation of women in print shops.
Kathy Barber	Stated a proposed YWCA program that would train women workers in print shop work. It was also suggested that a representative from advertising be included on the Board to project a more positive view in media of women in nontraditional occupations (NTO).

Arturo Banuelos	Suggested spouses of women in NTO be included in workshops and support groups to facilitate personal, educational and employment goals of women's students. Also recommended a more positive designation than NTO since the name reinforces a perceived deviation from the norm. Invited WIT presenters to parish, recommended WIT advertisements include Juarez newspapers. Discussed cultural and linguistic barriers encountered by minorities.
Kathy Melson	Spoke to obstacles in recruiting women to NTO. Reiterated WIT's commitment to women.
Jan Smoake	Reiterated need for education of all populations to facilitate equity for women.
James Day	Endorsed women's equity issues. The role and scope of the Peyton Foundation were explained.
Tina Luna	Identified a list of female role models and will submit a listing of names and addresses to WIT.
Iggy Holguin	Expressed a willingness to assist in WIT recruitment efforts through target populations in need at Texas Employment Commission.

There was agreement among all the Board members that women's equity issues were of concern and central to educational and employment opportunities for women.

The meeting was adjourned at 11:30 a.m. The next meeting a working lunch session, was scheduled for Wednesday, April 24, 1990 at 12 noon in Conference room "B" of the President's office at the Valle Verde campus of El Paso Community College.

Submitted by: Kathryn A. Melson

cc: Diane K. Troyer
Al Lawrence

Women in Technology (WIT) Advisory Board Meeting
April 24, 1991
12:00 Noon
President's Office

The Advisory Board held its second meeting, a working luncheon, on Wednesday, April 24, 1991 at 12 noon in Conference Room "B" of the President's office at the El Paso Community College (EPCC) Valle Verde Campus.

The following members were present:

Victoria Di Benedetto, Coordinator & Chairperson/WIT
Kathryn A. Melson, Assistant Coordinator/WIT
Lynn Slater, Division Chair/Technology Programs Division, EPCC
Linda Luehrs, Division Chair/Public Service & Applied Arts, EPCC
Terry Walch, Texas Higher Education Coordinating Board
Suzie Azar, Mayor/El Paso
Kathy Barber, Assistant Director/YWCA
Tina Luna, Federal Women's Program Manager/E.E.O. Office
Billy Wagner, Supply Account Manager/Xerox Corporation

CORRECTION OF NOVEMBER 26, 1990 MINUTES

Add "and City Bus Drivers" to the list of women needed in nontraditional jobs.

OLD BUSINESS

Linda Luehrs

Spoke to cooperation between EPCC and the fire department. The need for agility and cognitive and problem solving skills was identified for successful taking of firefighters' exam.

EPCC is developing a task specific agility course for fall semester 1990. While open to all students, the course is targeting women students and those who have failed the agility portion of the fire fighters' exam. The only course requisite is that candidates be in good physical condition. The possibility of having this course ready for the July firefighters' program was discussed and dismissed because of time constraints.

Faculty support of women in nontraditional programs was evidenced by EPCC's fire technology display at Opportunity '91.

The program outcomes of the EPCC law enforcement department and the applicability of these to the police sectors of the police, and fire departments are to be evaluated.

Starting in the fall semester of 1992, law enforcement majors will be required to take two physical education (PE) courses. Prior to this, a sport activity could have been substituted for a PE course.

Kathy Barber

Spoke to the YWCA's six year long range planning sessions. It has been suggested that an in-house print shop be built to service the needs of the 1500 YWCA's throughout the nation. Women would be prepared for employment through a customized training program with the Private Industry Council (PIC). Services would include the printing of YWCA materiels, such as stationery, brochures and directories. Action by the YWCA Advisory Board is expected this August.

Billy Wagner

Spoke to the need for electronic technicians in Xerox and in all major companies. Mechanical comprehension was identified as a problem for women. A lively discussion ensued as to whether mechanical comprehension was an aptitude or a learned skill. Suggestions for increasing mechanical comprehension in women included the following:

- developing a "girls in technology" program in grade school to facilitate training when interest levels are higher and gender expectations are less pronounced
- utilizing EPCC's Career Center to test

mechanical comprehension. Center stations are in place for electronics, drafting and heating/ventilation/air conditioning (HVAC)

- incorporating content into the mother-daughter program sponsored by the YWCA and UTEP

Victoria Di Benedetto

Went on record to thank Dean Diane Troyer who recently left EPCC and accepted a Vice President position at Harford Community College in Maryland. It was she who, along with Lynn Slater, worked to develop the WIT Project at EPCC, as part of a pilot program of Wider Opportunities for Women (WOW) in partnership with the YWCA of El Paso.

Went on record to thank two Board members: James Day, for financially assisting students through the Peyton foundation; Jan Smoake for making WIT presentations on nontraditional occupations (NTO) for women.

The impact of support groups within church groups has been minimal. An evaluation of the community need will be pursued.

Kathy Melson

Spoke to the role model project. The purpose of the project is to identify professional and business women employed in NTO and to have these women serve as mentors or role models for individual, as well as groups, of students. The project includes developing a comprehensive directory categorized by NTO for actual and potential students and as resource file for presenters. Eighty one surveys have been sent to date with eleven responses made. Follow up letters to non-respondents are planned.

Lynn Slater	Spoke to the homeless coalition and the impact of job training on women with children. The coalition would service those who are not currently being serviced, and would include training in a marketable skill as well as food and shelter. A proposed program to be located at the Center for Children was described by Kathy Barber. This 18 month program is being planned to resolve, in part, the homelessness issue by preparing for self sufficiency through housing, counseling and job training.
Suzie Azar	Submitted that affordable housing could be had through a sweat equity program. Those 1700 families already in public housing could build their own homes and free public housing for those still in need.

There being no further business, the meeting was adjourned at 1:45 p.m.

Submitted by: Kathryn A. Melson

Kathryn A. Melson

EL PASO COMMUNITY COLLEGE

September 24, 1990

Dear Women Students in Technology:

Welcome to the Fall Semester, 1990! As you probably know, you have chosen to study in a non-traditional field for women. The latest statistics from the National Commission on Working Women tell us that women are still heavily concentrated in low paying jobs. Thus, the average woman earns 70¢ for every dollar earned by the average man when both work year round, full time. But women are maintaining an increasing proportion of all families (16.6% in 1987). More than two fifths (42%) of the 3.8 million increase in family households between 1980 and 1986 were attributable to families maintained by women.

We on the WIT (Women in Technology) team are interested in you, especially in your successfully accomplishing the career goals you choose for yourselves. This year our student support services are widening to include:

CHILDCARE: Enclosed are the guidelines. Note that every non-traditional woman student taking 6 or more credit/contact hours is eligible. Assistance amounts are determined according to a sliding scale based on family income. Just bring the proper documents to Irma Bricker at the Women's Center at the Rio Grande Campus, 100 Rio Grande, Room 123, (534-4121).

SUPPORT GROUPS: The next groups begin:

Tuesday, October 2, 1990/TM Campus, Room F600 12-1 p.m.
Monday, October 8, 1990/VV Campus, Room C003 12-1 p.m.

If you're thinking, "I'd love to come, but it's just not a good time for me," call me and tell me what times are good for you. There are bound to be others just like you, and we aim to provide every possible opportunity for women to support one another. On the other hand, you may only have time for telephone talk. Join our telephone support group by calling Kathy Melson at 821-1752. Best nights to call : Tuesday and Wednesday.

P.O. Box 20500 • El Paso, Texas 79998 • (915) 594-2000
An Equal Opportunity/Affirmative Action Employer

She will put you in touch with other women like yourselves (who may be the only woman in a class), in the same or similar courses, as you wish.

Come, bring your bag lunch and let's talk!

TUTORING: Presently we have tutoring available in Drafting and Electronics. Should you need tutoring beyond the help that is provided in your labs, do communicate that need to me and it will taken into consideration.

CAREER EXPLORATION WORKSHOP: Some of you may inspire others to look into non-traditional areas of study and work. These women should be referred to the WIT office so that we can give them the date of the next FREE workshop. They are provided bi-monthly or as needed.

FREE PRINCIPLES OF TECHNOLOGY CLASS: WIT students are being offered the opportunity to take this non-credit class free of charge this semester. In it you will explore the relationship between the systems that comprise today's technological devices and the principles on which they work. The class is scheduled for Tuesday and Thursday evenings at Irvin High School, 5:30 - 9:05. Call Jim Rath at 757-5053.

PART-TIME WORK ASSIGNMENTS: Good students majoring in a non-traditional field may become eligible with the approval of the instructor to become part of our WIT student recruiter pool. You will be asked to attend a training session which will prepare you for occasional demonstrations of your expertise at an exhibit table as part of various community events. It's an opportunity to show what you've learned, develop self-confidence and become a role model for other women. You can do it.

We at the WIT office are at your service, Monday through Friday, 9 a.m.-3 p.m. Call us at 757-5073.

Have a great semester.

Victoria Di Benedetto

Victoria Di Benedetto
Women in Technology (WIT)
Transmountain Campus/Box 6
P.O. Box 20,500
El Paso, Texas 79998
757-5073

VDB/eo

Enclosure

cc: Diane Troyer, Dean Business & Technology
Lynn Slater, Division Chair, Technology Programs Division
Linda Luehrs, Division Chair, Public Services & Applied Arts
Al Lawrence, Coordinator, Carl Perkins Administration

Women in Technology (WIT)
Childcare Guidelines

1. *Student must declare a major and be enrolled in a non-traditional vocational degree program, or certificate program of 2 years or less, OR be enrolled in non-credit, non-traditional training courses with the expressed intention of supporting themselves and their families with the knowledge and training acquired in these courses.*

2. *Students must maintain continuous enrollment of at least 6 credit hours/or contact hours during a regular semester and maintain good academic standing. (Credit students: grade point average of 2.0. Non-credit students: Passing.) Academic progress will be monitored by the Women in Technology (WIT) Coordinator.*

3. *Provide official registration receipt and award letter if student is on financial aid.*

4. *Provide copy of most recent W-2 form or welfare receipt.*

While enrolled in the Childcare Program, students will:

A. *Attend annual day care conference when offered during student's enrollment period.*

B. *Attend monthly parenting workshops sponsored by the Women's Center childcare program when offered during student's enrollment period.*

(Both of these are available to all students and to the public.)

EL PASO COMMUNITY COLLEGE

February 5, 1991

Dear Women Students in Technology:

Welcome to the Spring Semester, 1991! As a woman student who has a declared major in a nontraditional field, or a woman student enrolled in a nontraditional training program, you are considered a Women in Technology (WIT) student. (By nontraditional we mean an occupation in which fewer than 25% of the workers are women).

The WIT program at El Paso Community College is for YOU. We work on recruiting women students, providing a whole array of support services to help them reach their educational goals and helping with placement opportunities. The following support services are available to help you and to enable you to serve as a role model for other women:

CHILDCARE: Note that every woman student in nontraditional training taking 6 or more credit/contact hours is eligible. Assistance amounts are determined according to a sliding scale based on family income. Just bring your official registration receipt and award letter if your are on financial aid and a copy of your most recent W-2 Form or welfare receipt to Irma Bricker at the Women's Center at the Rio Grande Campus, Room 123, (534-4121), or Room H163 at the Valle Verde Campus (594-2425) on Monday or Tuesday, 8 AM - 5 PM.

SUPPORT GROUPS: It has been our experience that our students prefer "telephone talk" rather than group meetings. If you'd like to be part of a pool in which your telephone number will be shared with other women students like yourselves (who may be the only woman in a class), or if you would like to talk with another woman student to share academic experiences and concerns, call Kathy Melson at 821-1752. She will put you in contact with a woman student in your field of study.

P.O. Box 20500 • El Paso, Texas 79998 • (915) 594-2000
An Equal Opportunity/Affirmative Action Employer

TUTORING: Presently we have tutoring available in Drafting and Electronics. Should you need tutoring beyond the help that is provided in your labs, do communicate that need to me and it will be taken into consideration.

"FREE" PRINCIPLES OF TECHNOLOGY CLASS: WIT students are being offered the opportunity to take this class FREE of charge. In it you will explore the relationship between the systems that comprise today's technological devices and the principles on which they work. While it is a non-credit class, its completion will be an asset to your credentials. The class will be held on Tuesday and Thursday nights, 5:30 PM - 8:30 PM from now until the 23rd of May at Irving High School, "D" Wing (in the back). Classes have already begun but you can register at any campus up to the 8th of February. Don't underestimate the value of this opportunity!

CO-OP EDUCATION: If you are a major in Auto Technology, Correctional Science, Drafting & Design, Electronics Technology, HVAC, Quality Assurance or Media Production Technology, you should look into the CO-OP Educational Program. If you're interested, do call Gail Mallinson at 594-2610 so she can begin to help you locate a work site prior to the semester you'll begin your content courses. Remember the Early Bird!

OPPORTUNITY '91: A WIT sponsored family affair will be held at the Transmountain Campus on April 13th from 9 AM - 1 PM. FREE & FUN! More information to follow.

SEXUAL HARASSMENT WORKSHOP: Many students have shared concerns about dealing with men in their workplace. We are having a brief workshop on sexual harassment given by Ms. Nancy Nelson, Director of Personnel at El Paso Community College. Bring 50-cents, a drink and your appetite. PIZZA will be served! See you there. (See enclosed flyer).

CONFERENCE: The Women's Center is having its "Childcare and 3rd Annual Family Violence Conference" on Saturday, February 16th, 1991, 8 AM - 3 PM at the Rio Grande Campus/Cafeteria, 100 W. Rio Grande Street. The conference is Free and presentations will be in English and Spanish. Information: 534-4121.

PART-TIME WORK ASSIGNMENTS: Students majoring in a nontraditional field and in good academic standing may become eligible with the approval of the instructor to become part of our WIT student recruiter pool. You will be asked to attend a training session which will prepare you for occasional demonstrations of your expertise at an exhibit table as part of various community events. It's an opportunity to show what you've learned, develop self-confidence and become a role model for other women. You can do it.

DROPPING OUT OF SCHOOL: DON'T.....at least not before calling the WIT office to discuss your alternatives! We at the WIT office are at your service, Monday through Friday, 9 AM - 3 PM. Call us at 757-5073 or visit the Transmountain Campus, Room S420A.

Have a great semester.

Victoria Di Benedetto

Victoria Di Benedetto
Women in Technology (WIT)
Transmountain Campus/Box 54
9570 Gateway Blvd. North
El Paso, Texas 79924
757-5073

VDB/eo

Enclosure: Flyer, Sexual Harassment Workshop

cc: Diane Troyer, Dean/Business & Technology
Lynn Slater, Division Chair/Technology Programs Division
Linda Luehrs, Division Chair/Public Service & Applied Arts
Al Lawrence, Coordinator/Carl Perkins Administration
Lydia Perez, Acting Division Chair/Computer-Based Occupations Division

YOU ASKED FOR IT!

YOU GOT IT!

SEXUAL HARASSMENT WORKSHOP

Presented by: Ms. Nancy Nelson, Director of Personnel

Transmountain Campus, 11:30-12:30 PM
Tuesday---February 19th---F600

Bring a Coke and 50-cents!

WIT will buy the PIZZA.

Women in Technology (WIT)
Childcare Guidelines

1. *Student must declare a major and be enrolled in a non-traditional vocational degree program, or certificate program of 2 years or less, OR be enrolled in non-credit, non-traditional training courses with the expressed intention of supporting themselves and their families with the knowledge and training acquired in these courses.*

2. *Students must maintain continuous enrollment of at least 6 credit hours/or contact hours during a regular semester and maintain good academic standing. (Credit students: grade point average of 2.0. Non-credit students: Passing.) Academic progress will be monitored by the Women in Technology (WIT) Coordinator.*

3. *Provide official registration receipt and award letter if student is on financial aid.*

4. *Provide copy of most recent W-2 form or welfare receipt.*

While enrolled in the Childcare Program, students will:

A. *Attend annual day care conference when offered during student's enrollment period.*

B. *Attend monthly parenting workshops sponsored by the Women's Center childcare program when offered during student's enrollment period.*

(Both of these are available to all students and to the public.)

APPENDIX 24

Program helps women invade men's work world

By Daniel Perez
El Paso Times

When the nurses at Thomason Hospital need some advice on car repair, they call on a mechanic they know and trust: Christine Nelson.

Nelson, 32, invaded the male-dominated field last summer after taking some courses in the Women in Technology program at the El Paso Community College Transmountain campus.

Most of the Thomason nurses ask Nelson's advice when she visits her husband, a hospital employee.

"My husband thinks gasoline is perfume," she joked the morning after working on her Chevy until 1 a.m.

Nelson is one of 400 women enrolled in the 2-year-old technology program which trains women for jobs traditionally held by men.

Automotive technology is one of six majors offered through the program. The others are drafting, electronics, welding, construction management and heating, ventilation and air conditioning.

The program motivates women by showing them the financial benefits of venturing into the man's work world, said Vickie DiBenedetto, project spokeswoman. For example:

- The average woman earns 70 cents for every dollar a man makes.
- Women in nontraditional jobs earned 20 to 30 percent more than women in traditional occupations, according to a mid-1980s study.

"We use the money aspects because more women are maintaining the family units and they need the money.

"We tell women to consider this option if they need money. We don't want them to let sexual bias stop them from pursuing their goal if they have the inclination," DiBenedetto said.

"The program was difficult to get off the ground because sometimes women don't want to be the only woman in a class full of men."

Vickie DiBenedetto

Nelson, a Northeast resident, takes the classes for fun and convenience — not necessarily for profit.

"I explained to my daughters that they might not always have a man around to fix a car," she said.

The traditional role of a housewife left Michelle Yaw unfulfilled, so she entered the electronics program and was just promoted to a technician at Rockwell International.

"I think my education at the community college was helpful because I realized that my high school diploma wasn't enough," she said.

She selected electronics after ruling out traditional female jobs.

"My spelling was too bad to be a secretary and I couldn't take being around hurt people, so being a nurse was out," Yaw said.

She plans to continue her education at the University of Texas at El Paso.

"(Education) is addictive. I'm always excited about more classes," she said.

The number of students registered in the college program jumped from 140 in 1988 to 182 in 1989. The school graduated four students in electronics and drafting.

The program is open to all women but the majority of its students are women already working low-level jobs in industry and continuing their education in the hope of future advancement.

"The program was difficult to get off the ground because sometimes women don't want to be the only woman in a class full of men," DiBenedetto said.

Sometimes the teachers added to the problem by having an attitude that the woman's place wasn't in the technology classes, she said.

"But teachers became more cooperative when they realized the influx of women helped them retain their jobs," she said.

Nelson and Yaw said they had their doubts about returning to school at first.

"I expected a group of kids fresh out of high school but it was a mix (of age groups). There was one other woman which made the class 100 percent better," said Nelson, who had already earned a law enforcement degree from the campus. The law enforcement classmates were much more sexist than her auto classmates, she said.

Yaw observed that women often were the minority in the classes and teachers would try to pamper them.

"I never liked that. I wanted to prove I was worthy of being there," she said.

Program officials are making plans for student support services next fall including tutorial services and child care.

"We'd like to make (child care) available because of the field they chose and not because of limited income. We're working out the particulars and hope to start this fall," DiBenedetto said.

One factor is cost. Program officials are asking for $123,000 for the 1990-91 budget, a $60,000 increase over this year.

"We hope the additional money can be used to offer more student services," she said.

BEST COPY AVAILABLE

NEWS RELEASE

For Release: Feb. 19, 1991
Contact: Al Hinojos

EL PASO COMMUNITY COLLEGE

Public Relations and Marketing Office
P.O. Box 20500
El Paso, Texas 79998
(915) 594-2126 (Office)
(915) 594-2157 (FAX)

EPCC ELECTRONICS STUDENT NOMINATED FOR TOP HONORS

S. Tracey Benson, an electronics student at El Paso Community College, has been nominated for the American Technical Education Association (ATEA) Outstanding Technical Student of the Year Award. The award will be presented at the National Conference on Technical Education, March 14-17 in Atlanta, GA.

Benson is an outstanding second-year student seeking an associate's degree in electronics from EPCC. She's currently employed by Rockwell International.

The American Technical Education Association promotes professional growth and development through an annual national conference on technical education, the sharing and exchange of ideas with business and industry, and provides information on job and placement opportunities throughout the United States.

For more information call Kathryn Melson at 757-5073.

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91:039
Media: 1a,f,2
xc: Kathryn Melson

Rockwell International

LIVE WIRE

Defense Electronic - El Paso

WINTER 1991

EMPLOYEE FOCUS: IT'S WOMEN'S WORK!

Today, exciting new opportunities are opening up for women in technical fields... opportunities that include good pay and career advancement. For most women taking that opportunity can be a big challenge. But for Tracey Benson, it's a challenge she enjoys. Tracey has been in the electronics field with DE-El Paso for five years. She is also a part-time recruiter for El Paso Community College's Women In Technology (WIT) Program. Being one of few women working towards an A.A.S degree in Electronics, she was offered a recruiting position by EPCC for the WIT program. The WIT program, now with 68 women involved, is designed to provide skills for women in technical fields such as Automotive, Drafting, Welding, Fire Technology, Construction, and Electronics. Succeeding in a non-traditional career can be extremely difficult, so WIT was created to provide support and financial services, counseling and tutoring services, child care and personal assistance as well as career planning and job placement programs.

In addition to recruiting, Tracey is a public speaker for EPCC's WIT program. She has spoken to various women's groups, high school students and the Lion's Club. Her most recent project was a television interview for a local TV station during which she explained the WIT program on a five minute morning spotlight. Tracey's next big challenge is to win the Outstanding Technical Student Award. EPCC nominated her for this award, which is presented by The American Technical Education Association. All nominees from across the nation will be invited to Atlanta in March for the award presentation.

Tracey has always had a personal commitment to help other women realize their goals. Being a member of WIT assists her in this effort and provides support in continuing her education and preparing for possible future career advancement. According to Tracey, "Succeeding in a non-traditional career is a reward well worth the challenge."

NEWS RELEASE

For Release: Feb. 27, 1991
Contact: Al Hinojos/Catherine Dunn

EL PASO COMMUNITY COLLEGE

Public Relations and Marketing Office
P.O. Box 20500
El Paso, Texas 79998
(915) 594-2126 (Office)
(915) 594-2157 (FAX)

WITH WIT AND DETERMINATION
SOME EL PASO WOMEN ARE TRANSFORMING THEIR LIVES

A hard-hat, work gloves and steel-tipped boots aren't standard accessories for most working women, and **Vicki DiBenedetto** thinks that's too bad. She says that women in technical careers earn more and are promoted faster than women in more traditional jobs.

DiBenedetto is the project coordinator for the Women in Technology (WIT) program at El Paso Community College. Now in its third year, WIT gives women the training and support to enter such nontraditional fields as construction, machine shop, heating, ventilation and air conditioning, auto technology, quality assurance, electronics, drafting and welding.

When she talks with prospective students, DiBenedetto takes the bottom-line approach.

"On the average, women in technology earn an average of 20-30% more than women who are salesclerks or secretaries," explains DiBenedetto. "They're also more likely to be promoted to supervisory and managerial positions."

Although career options have increased significantly over the past two decades, the majority of American women are still employed in what sociologists call 'the pink collar ghetto': offices, stores and restaurants. Even a college degree can't guarantee a good-paying job.

"Women can go to school, study hard to make good grades, and still end up in poverty," says **Lynn Slater**, chair of the College's technology program. "In this competitive job market, workers must have the skills employers are looking for. There's very little on-the-job training anymore; companies aren't willing to invest the time and money."

But as Slater is quick to point out, recruiting women for technical careers involves more than just teaching them job skills. WIT also has to help them overcome a lifetime of social conditioning, the kind that says working with your hands isn't feminine.

"There's still a misconception that women need to be physically tough to succeed in technical jobs," he explains. "Today with computers both men and women rely more on brains than brawn. Car repair, for instance; later models have electronic systems which require computer diagnostics."

Spending Saturday afternoon helping Dad fix the car - with or without computer - is a typical experience for most boys. Very few fathers think to ask their daughters to join them as they peer underneath the car hood.

"Young men are conditioned to consider a technical career because they already know the basic principles of how things work," says DiBenedetto. "They've helped build a doghouse or work on the air-conditioner. They know there's nothing remarkable about their skills; it's all a matter of learning and practice. Some young women don't learn that until they come into our program."

WIT students catch up with entry-level courses that give them the background they need, from basic math and science to technical terms. From there, students move on to vocational training courses which can lead to a one-year certification or a two-year associate's degree.

"So that women don't become discouraged and quit, WIT also provides telephone support groups, tutoring; we'll even help make arrangements for child care. We want the transition into her new career to go smoothly," DiBenedetto says. "That means helping her help her family and friends be comfortable with her decision. When families are supportive, women are much more likely to reach their potential."

With more women becoming single parents, a lot of traditional jobs just aren't paying the bills. One solution is Women in Technology. For many women, this could be the best first step toward financial independence and career satisfaction.

For more information contact Women In Technology at 757-5073.

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91:052

Media: 1a (Sam Sarmiento-Border Trends)

xc: Vicki DiBenedetto

When I made the decision to major in drafting and design technology I was a little skeptical. I wondered how many women I would be working with and whether or not I would feel comfortable working with male students. As it turned out there were not many women but my instructors encouraged me and gave me the confidence to continue my studies. I know that I can turn to WIT representatives for emotional and educational support. I want to be able to represent these wonderful programs to any woman who would like a career but is hesitant about majoring in a nontraditional field.

Joy Beard
Drafting and Design Technology

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Nothing intrigues me more than to try to figure out how a computer system works. I want to learn to repair and troubleshoot all kinds of computers, which is why I've chosen electronics with a computer specialty.

Today more and more households are purchasing computers, but their owners don't know how to bring up the system if it goes down. In some cases, they may not even be able to assemble the system correctly! With my WIT training, I'll be able to do all the maintenance on my personal computer in addition to others. I consider that a double benefit!

Esperanza Ordaz
Electronics

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When my job required machine shop technology skills, I enrolled in the WIT program at the College. The past two years have gone by fast; what I've learned here has been exciting, challenging - and very useful on the job. WIT and my new technical skills have helped me gain the respect that I longed for in my life.

I encourage any woman who's interested in becoming a machinist to contact me through WIT. I'd be happy to help her take her first few steps toward a technical career.

Monica Bustamante
Machinist